American Public University System
The Ultimate Advantage is an Educated Mind

School of Security and Global Studies
Criminal Justice
CMRJ 518
Deviant Behavior
3 Credit Hours
8 Weeks
None

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Instructor Information

**Instructor:** See information provided in the Syllabus link in the classroom

**Email:** Please use internal classroom messaging system

Course Description (Catalog)

This course addresses the definitions of deviant behavior and the causes and roots of violent behavior. It identifies what social deviance is and who is considered to be deviant in today’s society. The sociological and psychological issues are reviewed as they pertain to the methods
of sentencing and the criminal justice system's approach to violence. In addition, the theory of prevention and treatment methods are studied as they relate to the criminal justice system.

**Course Scope**

CRJ518 Deviant Behavior is divided into 8 weeks and structured to provide an introduction into deviant behavior and will identify what social deviance is and who is considered to be deviant in today’s society. In addition, the theory of prevention and treatment methods are studied as they relate to the criminal justice system.

**Course Objectives (CO)**

*Upon completion of this course the student will be able to:*

- **CO1:** Examine the theoretical foundation for modern thought and explanation of American deviance.
- **CO2:** Analyze the basis for how we define social and illegal deviance.
- **CO3:** Evaluate the causes of violent behavior in our society.
- **CO4:** Examine the stigmatization associated with mental illness and its effect on society.
- **CO5:** Assess theoretical perspectives of substance abuse and changing cultural attitudes about drug use.
- **CO6:** Evaluate theories associated with political deviance.
- **CO7:** Assess the relevance of sociological and psychological theories to explaining deviant behavior.
- **CO8:** Analyze factors related to changing attitudes about sexual deviance and female promiscuity
CO9: Analyze the future of rehabilitation of deviant behavior

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum assignment questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Reading

Week 1


Week 2


**Week 3**


McNulty, T., Bellair, P. (2003). Explaining racial and ethnic difference in serious adolescent violent behavior. *Criminology; 41, 3; pg. 709*


**Week 4**


**Week 5**


**Week 6**

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Week 7


Phelan, J. , Link, B. , Stueve, A., & Pescosolido, B. (2000). Public conceptions of mental illness in 1950 and 1996: What is mental illness and is it to be feared. *Journal of Health and Social Behavior;* Jun; 41, 2; pg. 188.

**Week 8**


**Additional Resources**

There are no additional resources for this course.

**Library Guide**

None.
The points earned on course assignments will determine the course grade. The final grade in the course will be based on total points. Grades will be assigned based on the following term composite scores:

**The course consists of three main criteria for grading:**

- **Forums**
- **Paper**
- **Final Exam**

1. **Forum Assignments - Discussion Forums (Takes Place in Online Forums) (40%)**:
   
   There will be 8 weeks with discussion forum questions. These forums are geared to help students prepare for the midterm and final exam. Each students’ answer to the question should be between 500-750 words. A minimum of two peer reviewed references need to be used in the development of your answer. Each feedback post needs to be 300 words or more, and should include information that helps to enhance the discussion on the topic. Do not only include statements such as great work, or excellent post. Try to include info that is challenging and respectful and that will stimulate debate. Also, be mindful of including references and citations whenever citing facts to support your position. Use at least one scholarly source in your reply. APA 6th edition citations and references must be used always!

   **LATE FORUM WORK IS NOT ACCEPTED.** Meaning, any forum postings made after the Sunday of the corresponding week will not count toward your grade.

**Initial Forum Post**

Post your initial response to each forum by 11:55 pm ET on Thursday.

Your initial post should be at least 500 words. However, each forum may vary. See forum directions as where there are more than one question response expectations may be different.

Initial responses are to be original in content and demonstrate a thorough analysis of the topic.

Include at least TWO properly cited peer reviewed references.

**Replies to Classmates**
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Reply to at least two of your classmates in each forum by 11:55 pm ET on Sunday. Replies to classmates should be at least {300} words. Responses to classmates are informative and contribute to advancing knowledge of the topic. Include at least 1 properly cited peer reviewed reference.

Expectations for Forum assignments are as follows. The student should meet ALL criteria:

- Responds to all parts of the question correctly and;
- Uses correct grammar and structure;
- Applies the material and response to personal practice when applicable;
- Critically evaluates the material presented on the basis of accuracy, position, and impact upon criminal justice in a concise yet persuasive manner; and,
- Responds to several other students’ replies and greatly aids in furthering the discussion on the topics. Students are expected to respond to questions and comments posed to them by the professor and other students.
- Uses at least two peer reviewed sources and cites them correctly.
- Students must make any and all forum posts during the week that the forum is due. As a rule, late forums are not accepted in this course.

(2) CMRJ 518 TERM PAPER.

Students will prepare a 10 page paper on a particular aspect of behavior.

Students must choose from the following list:

Smoking Marijuana

Political Deviance or Scandal

Corporate Deviance

Alcoholism

Mental Illness

Mass Murder
If you are uncertain about a topic, or if you have another idea for a topic, please email your professor using the MESSAGES tool.

**Further Directions:** Identify the aspects of this particular deviance and discuss its overall impact on US society and culture. Discuss accepted policies and practices in dealing with this deviance and how attitudes have changed (if they have) over time. Last, project how you see this deviance being treated with the next 10-20 year period.

Your opinion does not determine your grade. Your grade is determined by how well you support your argument utilizing the materials discussed in this course and research and reference material you locate on your own for this assignment.

Document your facts utilizing standard APA style.

**You should use a minimum of 5 to 7 peer reviewed sources in support of this paper.**

The paper is to be in APA format and the body of the paper is to be at least 8 to 10 pages. The body of the paper does not include the title page, table of contents, abstract, any appendix or references. The paper will be based on a 100-point scale. This is to be of high quality, free of spelling and grammatical errors, and of original work. Plagiarism will be dealt with harshly.

**Final Examination**

The final exam will be essay format, untimed, and students are expected to use peer reviewed sources to support their work on all questions. The final exam will be administered in week 8 of the course.

Final, official grades will be issued by the University on the grade report form. Professors have 7 days from the end of the semester to submit their grades to the University.
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The Final Exam will comprise 30% of your final grade. The Final Exam will be structured to cover material from all 8 weeks. Students may earn a score of up to 100 for the Final Exam. The Final Exam must be submitted as indicated on the Course Schedule and Grading Policy Summary Table.

**There are no make-up exams. Late exams are NOT accepted.** Remember each course ends on the SUNDAY of Week 8.

Exams and Paper will be scored on the following scale:

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>EXEMPLARY LEVEL 4</th>
<th>ACCOMPLISHED LEVEL 3</th>
<th>DEVELOPING LEVEL 2</th>
<th>BEGINNING LEVEL 1</th>
</tr>
</thead>
</table>
| **SYNTHESIS OF KNOWLEDGE** *(FOCUS/THESIS)*  
[Graduate Learning Outcomes Assessment Objective #4]*  
| Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.  
| Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.  
| Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.  
| Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student’s writing is weak in the inclusion of supporting facts or statements.  
| **FOUNDATION OF KNOWLEDGE**  
[Graduate Learning Outcomes Assessment Objective #3]*  
| Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level  
| Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples  
| The assignment reveals that the student has a general, fundamental understanding of the course material.  
| Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in
<table>
<thead>
<tr>
<th><strong>APPLICATION OF KNOWLEDGE (CRITICAL THINKING SKILLS)</strong></th>
<th><strong>ORGANIZATION OF IDEAS/FORMAT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate Learning Outcomes Assessment Objective #5</strong></td>
<td><strong>Student</strong> thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall</td>
</tr>
<tr>
<td><strong>Student</strong> demonstrates a higher-level of critical thinking necessary for graduate level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.</td>
<td><strong>Student</strong> explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.</td>
</tr>
<tr>
<td><strong>Student</strong> exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.</td>
<td><strong>Learner</strong> applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the assignment.</td>
</tr>
<tr>
<td><strong>Student</strong> demonstrates a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.</td>
<td><strong>Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key concepts.</strong></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>WRITING SKILL [Graduate Learning Outcomes Assessment Objective #2]</th>
<th>format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence.</th>
<th>average level of preparedness, with few formatting errors. Paper. Assignment does not have a continuous pattern of logical sequencing.</th>
<th>key terms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal.</td>
<td>Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a good final product that covers the above-minimal requirements.</td>
<td>Assignment reflects basic writing and grammar, but with more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.</td>
<td>Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student’s writing style is weak and needs improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.</td>
</tr>
<tr>
<td>USE OF COMPUTER TECHNOLOGY/APPLICATIONS</td>
<td>Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of</td>
<td>Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or</td>
<td>Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student’s limited</td>
</tr>
</tbody>
</table>
### RESEARCH SKILL

**[Graduate Learning Outcomes Assessment Objective #1]**

| Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable. | Student achieves an above average synthesis of research, but interpretation is narrow in scope and description within assignment. Assignment contains less than 7 peer reviewed quality journal references, which does not attempt to cover key elements of assignment. | Student incorporates at least 7-10 peer reviewed quality journal references in assignment. Student has incorporated a variety of research resources and methodology in the preparation of assignment. | Student fails to provide an adequate synthesis of peer reviewed research collected for assignment. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment. The paper is not of acceptable quality for graduate-level work. | Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student incorporates at least 7 peer reviewed quality journal references in assignment. |

- Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.
- Figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.
- Ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.

### **Forum Rubric**

<table>
<thead>
<tr>
<th><strong>Substance (Possible Zero Points)</strong></th>
<th><strong>Beginning</strong></th>
<th><strong>Developing</strong></th>
<th><strong>Accomplished</strong></th>
<th><strong>Exemplary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zero Points:</strong> Student</td>
<td><strong>25 points:</strong> Presentation is unclear; a student's initial</td>
<td><strong>30 points:</strong> Student answered/address</td>
<td><strong>35 points:</strong> Student answered/address</td>
<td><strong>40 points:</strong> Student answered/address</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>40 points</th>
<th>failed to respond to the essay question</th>
<th>basic understanding of the topic and issues is not evident: explanation is lacking; segments of the required answer are lacking; sources and supporting facts are not utilized; length requirements may not have been met.</th>
<th>posting did not meet the length requirement; and/or presentation evidences some confusion concerning topics under discussion; analysis may be lacking and/or elements of the question are not answered; support and references may be lacking.</th>
<th>scored most aspects of the question/topic posed in the Forum; initial posting met length requirement; a basic understanding of relevant concepts/theories is demonstrated; relevant sources were located; minimal or no facts/examples were used in support of presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration (Possible 30 points)</td>
<td>Zero points: Student filed none of the required replies.</td>
<td>15 points: Student filed only one of the required replies OR filed the required replies but failed to meet length requirements.</td>
<td>25 points: Student filed the minimum number of replies, meeting the length requirements and evidencing an understanding of the issues under discussion and the views of colleagues.</td>
<td>30 points: Student filed at least the number of required replies and they met the length requirement; the replies were substantive, thoughtful responses and</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Timeline (Possible 10 points)</th>
<th>Zero points: Student failed to respond to the essay question</th>
<th>2 points: Student filed more than two required postings in an untimely manner.</th>
<th>7 points: Student filed one required posting in an untimely manner.</th>
<th>10 points: Student filed all required postings in a timely manner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing (Possible 10 points)</td>
<td>Zero points: Student failed to respond to the essay question</td>
<td>4 points: Writing contains several grammatical, punctuation, and/or spelling errors. Language</td>
<td>6 points: Student demonstrates consistent and correct use of the rules of grammar</td>
<td>8 points: Student demonstrates consistent and correct use of the rules of grammar</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Citations (Possible 10 points)</th>
<th>Zero points: Student failed to include citations and/or references</th>
<th>4 points: Citations of reference sources exist; citations apparently correspond to the correct source but do not enable the reader to locate the source. APA 6th edition format not evident.</th>
<th>6 points: Attempts to cite reference sources are made, but the reader has difficulty finding the sources; attempts to use APA 6th edition format are evident but poorly executed</th>
<th>8 points: Reference sources are cited as necessary, but some components of the citations are missing and/or APA 6th edition format is faulty in some respects.</th>
<th>10 points: Reference sources relied on by the student are cited appropriately and accurately. No writing of others is left without quotation and/or attribution, as appropriate. A</th>
</tr>
</thead>
</table>

| lacks clarity or includes some use of jargon and/or conversational tone; sentence structure is awkward. | grammar usage, punctuation and spelling, with a few errors; there is room for improvement in writing style and organization. | usage, punctuation, and spelling. Language is clear and precise throughout all submissions. Sentences display consistently strong, varied structure and organization is excellent. | works in the relevant discipline; student is facile in the use of subject-matter vocabulary and terminology consistent with the level of instruction; student applies concepts with ease; writing style and organization are designed to successfully convey the message and the related information to the reader with maximum effect. |

**Citations (Possible 10 points)**

Zero points: Student failed to include citations and/or references

4 points: Citations of reference sources exist; citations apparently correspond to the correct source but do not enable the reader to locate the source. APA 6th edition format not evident.

6 points: Attempts to cite reference sources are made, but the reader has difficulty finding the sources; attempts to use APA 6th edition format are evident but poorly executed

8 points: Reference sources are cited as necessary, but some components of the citations are missing and/or APA 6th edition format is faulty in some respects.

10 points: Reference sources relied on by the student are cited appropriately and accurately. No writing of others is left without quotation and/or attribution, as appropriate. A
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**Final Grades** The points earned on course assignments will determine the course grade. The final grade in the course will be based on total points. Grades will be assigned based on the following term composite scores:

<table>
<thead>
<tr>
<th>Grade Instruments</th>
<th>Points Possible</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum Assignments</td>
<td>100 per assignment</td>
<td>40%</td>
</tr>
<tr>
<td>Paper</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Please see the [Student Handbook](#) to reference the University’s grading scale.

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**8 – Week Course Outline**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Reading from your text</th>
<th>Forum Assignments (Initial Response Due by Thursday of Each Week)</th>
<th>Exam</th>
<th>Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Assigned Week One Articles</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Assigned Week 2 Articles</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Assigned Week 3 Articles</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Assigned Week 4 Articles</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Assigned Week 5 Articles</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Assigned Week 6 Articles</td>
<td>100</td>
</tr>
<tr>
<td>Paper Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Assigned Week 7 Articles</td>
<td>100</td>
</tr>
<tr>
<td>Week 8</td>
<td>Assigned Week 8 Articles</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam Due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Final Grade</td>
<td>40%</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Policies**

Please see the student handbook to reference all University policies. Quick links to frequently asked about policies are listed below.

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy

**Writing Expectations**

Written assignments will be free of English and grammar errors. All in-text citations and references will be properly formatted in APA Style 6th edition. Only acceptable scholarly references will be used during the class.

**Citation and Reference Style**

Attention Please: Students will follow the APA Format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA Format.

**Late Assignments**

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.
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Deductions:
Late forum posts can be penalized up to 5 points per day
Late assignments can be penalized up to 5 points per day

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊

Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors’
publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books**: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals**: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking**: Students have access to 10 free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

### Selected Bibliography


