



**CRIJ 1313 – Juvenile Justice Systems Z01
Spring 2024 (Online)**

| Course Information | Description |
|--------------------------------|---|
| Instructor: | L. Sergio Garduno, Ph.D. |
| Section # and CRN: | Z01 24570 |
| Office Location: | Don K. Clark Building, Office no. 333 |
| Office Phone: | (936) 261-5260 |
| Email Address: | lsgarduno@pvamu.edu |
| Office Hours: | Mon & Wed: 10:00am-1:00pm (also available online during those hours) |
| Mode of Instruction: | Online |
| Course Location: | Online |
| Class Days & Times: | N/A |
| Catalog Description: | An overview of the Juvenile Justice System including research and theoretical perspectives. It includes an in-depth study of the system and early decision-making process with focus on the police, the juvenile courts and the limits on juvenile sanctions. Community-based corrections with a historical perspective on juvenile probation and juvenile aftercare are also examined. A thorough working knowledge of institutionalization in terms of the treatment of juvenile offenders is provided. |
| Prerequisites: | TSIA complete |
| Co-requisites: | None |
| Required Text(s): | Bates, K.A., & Swan, R.S. (2021). Juvenile Delinquency in a Diverse Society, 3 rd Edition. California: Sage. |
| Recommended Text(s): | Articles posted on Canvas |

Course Learning Objectives:

| | Upon successful completion of this course, students will be able to: | Student Learning Outcome # Alignment | Core Curriculum Objective Alignment |
|----------|---|--|--|
| 1 | Recognize basic juvenile justice terminology [defining delinquency; measuring delinquency; distinguishing violent youth crime; and identifying illegal drug use and delinquency]. | Understand law and legal principles; Understand research methods and statistics | Quantitative Knowledge. |
| 2 | Recognize and critically assess theoretical perspectives relating to delinquency and the juvenile justice system [particularly individual theories of delinquency; choice and trait explanations; sociological theory; cultural deviance; strain, social control, labeling and conflict explanations; developmental theories; and female delinquency theories]. | Know theories of criminal behavior; Understand how to think critically. | Critical Thinking. |
| 3 | Identify the social context of theories and delinquency [particularly compare various | Understand law and legal principles; Understand law enforcement and | Critical Thinking |

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| | institutions, such as the family, schools, peer group, law enforcement, probation and aftercare, relative to how they function proactively or reactively to juvenile and gang delinquency]. | practices; Understand corrections systems and practices; Understand court systems and practices; Know theories of criminal behavior; Understand how to think critically. | Social Responsibility. |
| 4 | Distinguish major components of the juvenile justice system, police, juvenile court, and juvenile corrections within the social, economic, and political forces relative to how they shape the response to juvenile delinquency. | Understand law and legal principles; Understand law enforcement and practices; Understand corrections systems and practices; Understand court systems and practices; Know theories of criminal behavior; Understand how to think critically. | Critical Thinking. |
| 5 | Articulate the history, development and operation of the juvenile justice system. | Understand law and legal principles; Understand law enforcement and practices; Understand corrections systems and practices; Understand court systems and practices; Know theories of criminal behavior; Understand how to think critically. | Critical Thinking Communications. |
| 6 | Analyze the effects of social, political, economic, cultural, and diplomatic forces on delinquency and the juvenile justice system. | Understand how to think critically. | Critical Thinking. |

Major Course Requirements

Method of Determining Final Course Grade

| Item | Course Grade Requirement | Value | Total |
|---------------|--------------------------------------|----------------|-------------|
| 1) | Online Discussions | 55 points each | 10% |
| 2) | Summaries (3 total) | 50 points each | 15% |
| 3) | Exams (3 total-Including Final Exam) | 150 each | 45% |
| 4) | Research Paper Topic | 10 points | 1% |
| 5) | Research Paper | 290 points | 29% |
| | | | |
| Total: | | N/A | 100% |

Grading Criteria and Conversion:

- A = 90% – 100%
- B = 80% – 89%
- C = 70% – 79%
- D = 60% – 69%
- F = 0% – 59%

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

| Assignment Title or Grade Requirement | Description |
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| Online Discussions | Students are expected to participate in online discussion forums throughout the semester. |

| Assignment Title or Grade Requirement | Description |
|---------------------------------------|--|
| Summaries | Students are required to submit three summaries of any of the book chapters noted on the syllabus or articles posted on Canvas. Summaries should be written academically; with proper paraphrasing and citations. Each summary should answer the following questions: What is the reading about and why is it important? What issues/problems did you identify with the topic being discussed? What can be done to address those issues? Summaries should be 2-3 pages in length, be written in font Times New Roman (size 12), and double space. The due dates for the summaries are noted on the course calendar. *Please follow the "Guide for your Summaries" at the end of the syllabus. |
| Exams | There will be three exams in this course. The exams might include essay questions, questions that have multiple choice, true/false, and/or fill-in-the-blank formats. Each exam will cover information from the lectures and the assigned readings. The exams are not cumulative. The dates of the exam are specified in the course calendar. |
| Research Paper Topic | Students will submit the topic of their research paper and in one or two paragraphs will provide a description of what that paper will cover. The due date for this assignment is noted on the course calendar. |
| Research Paper | Students are required to submit a research paper in which they will analyze one issue related to the juvenile justice system in the United States. This paper should have a minimum length of 10 pages and a maximum length of 15 pages, not including title page. The research paper should include and be organized in the following way: 1) introduction (1 page); 2) describe the issue you are analyzing, its origins, and why is it important (3-4 pages); 3) explain what/who is that issue affecting and how it is doing so (3-4 pages); 4) state what has been done and could be done to solve it (3-4 pages); 5) conclusions (1 page), and 6) references (1 page). Students are required to cite at least 10 sources; at least three of those sources should be peer-reviewed articles (https://scholar.google.com/). The paper should be written academically, in Times New Roman, 12 font, 1-inch margins, and following APA style. Student are required to paraphrase and cite when appropriate throughout the paper (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Please do not use Wikipedia as a reference. The due date for the research paper is noted on the course calendar. *Please follow the "Guide for your Research Paper" at the end of the syllabus. |

Course Procedures or Additional Instructor Policies

- Students are responsible for reading the assigned materials prior to coming to class. The power point slides shown during class are to help the instructor guide the class. They should not be considered a substitute for the readings.
- Exams must be taken as scheduled in the syllabus calendar. Makeup exams will only be permitted after presenting evidence of a university approved excused (e.g. documented illness, deaths of a family member, call to active military duty, or jury duty). Consideration will also be given to students caring for family members experiencing medical issues. Please let the instructor know in advanced if you will not be able to take the test on the assigned date or time.
- Class rules. It is everyone's responsibility to create a classroom environment that facilitates learning. Everyone should conduct themselves in a respectful way, respect others' opinions, and refrain from engaging in side conversations, sleeping, or using their electronic devices in ways that do not serve the course objectives. Failure to follow these rules may result in the student being dismissed from the class.
- Attendance is mandatory as it will help students do well in class.
- Syllabus change policy: This syllabus is a guide for the course and might change with advance notice.
- Communications between the instructor and the students should be conducted through the university's email system and Canvas.

- Questions about the material, tests, or grades should be taken to the instructor as soon as they arise. When emailing the instructor (lsgarduno@pvamu.edu) please write "CRIJ 1313-Juvenile Justice Systems" in the subject line.

Class Cancellations: If the need to cancel class arises, the instructor will notify you as soon as possible (via email and post on Canvas). If the University is closed, classes will be canceled.

Other issues:

- Your research paper should analyze only ONE issue. You cannot write about more than one issue.
- You MUST follow the guidelines for the research paper and the summaries provided in this syllabus. Failure to do so may result in a low grade.
- Late summaries and research papers will only be accepted under extreme circumstances. The instructor reserves the right to determine what an extreme circumstance is. Be aware that you have several days to prepare the summaries and your research paper, so those extreme circumstances should not affect you as much if your work on your assignments ahead of time.
- Summaries and research papers will be run through an antiplagiarism software. Submissions showing an excessive level of similarity with other papers (40% or over) will receive a lower grade and can even get a grade of "zero" (F). The instructor reserves the right to determine what an excessive level of similarity is.
- Summaries and research papers that do not clearly show original thoughts and analysis of the student will receive a lower grade.
- You should write all of your summaries/papers/assignments academically; that is paraphrase and cite accordingly.
- Your research paper should be based on research, not on your personal opinions.
- The due dates of your assignments are listed on the syllabus.
- The due times and dates of your assignments are on Central Standard Time (CST). If you are in a different time zone it is your responsibility to adjust your calendar/clock to submit your assignments on time (according to CST).
- When emailing the instructor, please email him to his email, not through Canvas.
- If you have to email a file to your instructor, send it directly to his email, not through Canvas. Please also send the file as an attachment, not as a shared file.
- I will respond to your emails within 48 hours (excluding weekends).
- You cannot use for this class a research paper that you have already used, or will use, for another class/term.

Helpful links:

How to Paraphrase in 5 Easy Steps | Scribbr - <https://www.youtube.com/watch?v=oiM0x0ApVL8>

How to Paraphrase - <https://www.youtube.com/watch?v=SOBGEcok06U>

How to Avoid Plagiarism with 3 Simple Tricks | Scribbr - <https://www.youtube.com/watch?v=uQhVDH9p7aU>

Semester Calendar

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|---|--|
| Week One: Jan 16 Topic Description Readings: Assignment (s): | Thinking About Juvenile Delinquency in a Diverse Society Chapter 1 N/A |
| Week Two: Jan 22 Topic Description Readings: Assignment (s): | The Creation of Delinquency Chapter 2 Research Paper Topic: Friday, Jan 26 Online Discussion |
| Week Three: Jan 29 Topic Description Readings: Assignment (s): | Understanding Delinquency: Statistics, Data, Correlates, and Trends Chapter 3 Online Discussion |
| Week Four: Feb 5 Topic Description Readings: Assignment (s): | Micro-Level Theories of Crime Causation Chapter 4 Exam 1: Friday, Feb 9 |
| Week Five: Feb 12 Topic Description Readings: Assignment (s): | Macro-Level Theories of Crime Causation Chapter 5 Exam 1: Friday, Feb 16 |
| Week Six: Feb 19 Topic Description Readings: Assignment (s): | Critical Theories Chapter 6 Online Discussion |
| Week Seven: Feb 26 Topic Description Readings: Assignment (s): | Families in Context Chapter 7 Summary 2: Friday, March 1 Online Discussion |
| Week Eight: Mar 4 Topic Description Readings: Assignment (s): | Schools in Context Chapter 8 Exam 2: Friday Mar 8 |
| Week Nine: Mar 11 Topic Description Readings: Assignment (s): | Spring Break – No Classes N/A N/A |
| Week Ten: Mar 18 Topic Description Readings: Assignment (s): | Peers and Gangs in Context Chapter 9 Online Discussion |
| Week Eleven: Mar 25 Topic Description | Drugs in Context |

Readings: Chapter 10
Assignment (s): Summary 3: Friday, March 29

Week Twelve: Apr 1 Why a Separate Juvenile Justice System?

Topic Description

Readings: Chapter 11
Assignment (s): Online Discussion

Week Thirteen: Apr 8 Policing and Juveniles

Topic Description

Readings: Chapter 12
Assignment (s): Research Paper: Friday, Apr 12

Week Fourteen: Apr 15 Juvenile Corrections

Topic Description

Readings: Chapter 14
Assignment (s): Online Discussion

Week Fifteen: Apr 22 Preventive, Rehabilitative, and Restorative Approaches to Delinquency

Topic Description

Readings: Chapter 15
Assignment (s): N/A

Final Exam *** To be Determined ***

*This calendar is subject to change.

**Supplemental readings will be uploaded to Canvas.

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; [Disability Services Website](#)

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another

and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom
Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-

discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work

with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.

- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

Guide for your Summaries

Each summary should answer the following questions:

1. What is the reading about and why is it important?
2. What issues/problems did you identify with the topic being discussed?
3. What can be done to address those issues?

You **must** use these subtitles marked in **bold** in your summary. They will help you divide the different segments in your paper and will help me grade your paper.

The title of your summary should be the reference of the reading you will summarize.

1. What is the reading about and why is it important? (This section should be at least one page long)

For question 1, I want a summary of what the article is about. In this section you need to mention the main points of what the author is communicating. I want you to communicate what the reading is about in such a way that someone who has not read the paper you are summarizing can have a good understanding of what that reading is about. When you state why this reading is important, I want you to write: **"This reading (or issue) is important because..."**

2. What issues/problems did you identify with the topic being discussed and why is it important?

For question 2, I want YOUR opinion about an issue or problem you identified within the reading and an explanation of why that is important. You should focus on an issue regarding the content of the reading, and not on the methodology used to gather information for the reading. Of course you can use some of the authors' ideas to form your opinion about why something is important, but again, I want your opinions of why the issue you identified is important.

3. What can be done to address those issues?

For question 3, I want YOU to propose solutions to address the issue that you identified.

For questions 2 and 3 you may paraphrase and cite some arguments presented by the author, but I really want your thoughts when answering these questions.

*Remember, summaries should be 2-3 pages long.

Please cite, cite, and cite!

Guide for your Research Paper

You **must** use these subtitles marked in **bold** in your paper. They will help you divide the different segments in your paper and will help me grade your paper.

1) Introduction (1 page)

In this section you need to provide a summary of what your paper is about and why it is important.

2) Describe the issue you are analyzing, its origins, and why is it important (3-4 pages)

In this section you need to describe the issue you will talk about, but make sure to demonstrate that the issue you are analyzing is actually an issue. For example, if you talk about police brutality against minority youth, you will need to demonstrate that policemen treat minority youth with brutality. If you are going to talk about why police officers need better and more training to treat youth, then you need to show that their current training is not adequate, and therefore they need a new training.

When analyzing the origins of the problem, you might want to do research on the first historical occurrences of the issue you are analyzing. More importantly, you need to describe how/why the issue originates today. If you are analyzing police brutality against minority youth, you need to describe why/how such brutality against minority youth started (e.g., slave patrols, Jim Crow, repression during the 1960s), and will have to explain why police engage in brutality against minority youth today. Do research about it, after all, this is a research paper.

When explaining why the issue is important, you have to describe, based on research, the relevance and importance of such issue. For example, if you are analyzing police brutality against minority youth you have to describe why this issue is important and to whom. What happens if/when the police act with brutality against minority youth? Are minorities the only ones affected by this issue? Do minority groups fear/resent the police? Does this fear/fear/resentment make minorities less likely to report crimes happening in their community? Are they less likely to cooperate with the police on crime investigations? Less likely to wanting to become police officers? Are non-minority groups affected by police brutality against minorities? Does the perception they have of the police change? How? Does the police get affected by it? How? Please use statistics to support your claims!

3) Explain what is that issue affecting and how it is doing so (3-4 pages)

In this section you have to explain how the issue you are analyzing affects the people/institution/community that it is affecting. Again, if you are analyzing police brutality against minorities, you need to explain how that brutality is affecting all the people/society/communities that it is affecting. You can say that police brutality affect the trust that minorities have on the police because brutality causes fear, distrust and resentment in them. If the police also gets affected by the brutality they exert against minorities, you could say that such brutality affects the police because it is failing to treat all people with respect and dignity, which in turn affects its legitimacy before society.

4) State what has been done and could be done to solve it (3-4 pages)

In this section you need to provide solutions to address or solve the issue you are analyzing. Be specific on the solutions you provide. Again, if you are analyzing police brutality against minorities and you think that the police needs training, don't just say: "The police needs more training." Be specific, you could say: "The police needs more and constant training about how to properly interact with minority groups. Such training should include lessons of how the police in the U.S. have treated minorities historically. This component of the training would help police officers have a historic perspective of the type of interactions that minority members have had with police organizations, which in turn will help them understand why some minority members might have a negative image of the of the police today. Police training should also include sessions on how to interact with members of different cultures and religions (e.g., Orthodox Jews and Muslims). Such training would be useful for police officers because they would understand cultural aspects of other individuals who might not appreciate male police officers talking with women of their religious groups. This information would help officers prevent situation that can escalate into confrontations.

5) Conclusions (1 page)

In this section you need to provide a summary of the main arguments and findings of your paper.

6) References (1 page)

List alphabetically the references you used for your paper. Remember, you are required to cite at least 10 sources, and at least three of those sources should be peer-reviewed articles (<https://scholar.google.com/>).

Remember, you have to talk about an issue with the juvenile justice system, not about specific people you might know or have heard of. You can mention some high-profile cases, but don't make your paper about them. High profile cases serve as examples of a systemic problem, but they are not compelling and comprehensive arguments of an issue. For example, if you talk about police brutality against minorities, you could mention the cases of Eric Garner, George Floyd, and Breonna Taylor, but don't base your paper on them, because although it is true that the police killed them, police also kill white people and because there are hundreds of interactions between the police and minorities that do not result in police abusing/arresting/killing minorities.

Make sure you also paraphrase and cite correctly. I will run your papers through an anti-plagiarism software. Please cite, cite, and cite!

Use APA for your citations and references

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html