



# SYLLABUS

## JJUS 7367 Juvenile Offender and Youth Gangs Spring 2024

**Instructor:** M. Cintron, Ph.D.  
**Section & CRN #:** P01; 24545  
**Office Location:** Don K. Clark Building, Room 344  
**Office Phone:** 936-261-5261  
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**Office Hours:** Anytime/day my door is opened. Emails will be answered within 24 hours (except on weekends & holidays).  
**Virtual Office Hours:** Emails will be answered within 24 hours (except on weekends & holidays).  
**Mode of Instruction:** Face to face  
**Course Location:** Don Clark Bldg  
**Class Days & Times:** T: 9-11:50  
**Catalog Description:** JJUS 7367  
**Catalog Description:** This course “explores the nature and extent of juvenile crime. Also considers the socialization of children, the creation of childhood and crime as social constructs, and the etiology of juvenile offending.”  
**Prerequisites:** Admission to doctoral program.  
**Co-requisites:** None

**Required Texts:**

- Required journal articles listed under the weekly outline section: Do not print the articles listed here, the instructor updates readings and these will be uploaded to Canvas. You paid a library fee & it includes ability to make copies of these articles.

**Recommended Text:**

*Changing Course: Preventing Gang Membership* (2010). Thomas R. Simon, Nancy M. Ritter & Reshma R. Mahendra (Eds). U.S. Dept of Justice, Office of Justice Programs, *National Institute of Justice* and U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *National Center for Injury Prevention and Control* can be downloaded at:  
<https://ncjrs.gov/pdffiles1/nij/239234.pdf>.

**Student Learning Outcomes:**

	Upon successful completion of this course, students will be able to:	Program Learning Outcome & Alignment	Core Curriculum Outcome Alignment
1	This course will provide a thorough background of delinquency theories and will provide a head start for more advanced courses. Students will critically examine and analyze present juvenile delinquency/gang issues and trends using theoretical assumptions.	Produce scholarly work	N/A
2	To provide an intellectual and professional grasp of the difficulties of defining youth, crime/delinquency and gangs and the difficulties of developing the appropriate policies. Students to comprehend how social, economic and otherwise political forces have influenced the definition and response to juvenile offenders	Critique theoretical formulations	N/A
3	To make the students aware that their future job performance as academicians, researchers or administrators depend on their thoughtful understanding of theories, policies vis-à-vis their ability to think critically and take criticism.	Practice professional standards of the discipline	N/A

### Major Course Requirements & Method of Determining Final Course Grade

This course will utilize the following instruments to determine grades and proficiency of the learning outcomes for the course.

1. **Exam** –One midterm and one final essay exam (40%); on scheduled days. See academic calendar.

2. **Term Paper** – (30%). Includes presentation. Topic must be preapproved by instructor. You are required to turn in at least one draft before uploading (Turnitin) and turning in your final paper. Due: see weekly outline.

**Instructions:** This paper will be an examination of a topic within the juvenile delinquency, youth gang, and juvenile violence literature. You will select a topic, develop a researchable problem, use a theoretical perspective, conduct a review of the empirical literature (findings and methods) and develop a thoughtful analysis and critique of your topic (strengths/weaknesses, what needs to be done in the future to deal with the problem). This paper is an opportunity to explore a topic and theory you can use later in your dissertation. As a result, the paper must have three topics & sections: Introduction, Literature Review, and Theory. The Literature Review should be for both the issue selected and the use of the theory for that topic. Because this is a theory class, the emphasis should be to cover the theoretical background and relevance to your topic, impact of the theory on policy and contribution to the discipline (these two topics covered in the conclusion section of your paper). This paper will be 30% of your grade.

**Suggestion:** By now you should have a clear idea of your research interests (your topic must be pre-approved). When selecting your topic look for at least three articles that deal with your topic. These articles must address:

- Not only your topic or the subject matter but also the issue/problem to be addressed: what is the problem? (Introduction: Problem Statement).
- Clearly, identify the theory used most frequently to address the problem selected above. Identify the theoretical assumptions, original version and recent versions/revisions, changes/modifications, assumptions tested most frequently, those not tested, consensus among authors about the value of the theory to explain the selected problem, critiques, etc.
- Again, the topic and theory should be addressing the juvenile population. In addition, the selected literature must be in academic journals in our discipline. This is the most crucial requirement, as it will help identify the areas where there is research support or lack of support. It also helps identify how others have explored the topic over time. These articles will also give you an idea of the policy implications and the contribution/relevance of the topic to the discipline (covered in the conclusion section of your paper).
- Avoid using internet sources and/or authors with no academic credentials and works that offer opinion without empirical evidence.

I am assuming that at this level we do not have to go into the requirements of a graduate school paper, such as format (APA, references, bibliography, length, etc.) and originality/plagiarism issues. But we will be discussing some of the issues involved throughout the semester as you ask questions.

- 3. Weekly Q&A (30%):** Includes class participation. The objective of the assignment is to help you write about the issues, what authors/empirical evidence shows, and what the discipline considers worth arguing (discussing, testing) about; only then will you be able to develop your own point of view and develop questions for your own research. Develop “Q&A” after reading the weekly readings, at least 1 page in length (but no more than 2 pages in length).

Specifically, each student is required to complete Q&A essay each week. These are primarily short reflection papers that require no library research but, after reading all the assigned materials, require a lot of introspection and thinking.

Each student should develop and answer one question, which they think summarizes the topic for the week. You should relate your answer to all the assigned topic (and make reference to the assigned readings) and why you think it is important to discuss. This question and its answer should be related to the substantive issues under consideration that particular week, rather than one specific article (hint: keep in mind the topic on the weekly topic outline).

Your question/answer need not be long or fancy, but your goal should be to develop a question that captures your thoughts based on the assigned topic; it should be insightful and show your ability to critically assess the readings. Your goal should be to integrate the weekly readings and to look for running themes in the assigned topic.

Questions/answers must be typed. Your typed question and answer should not at least 1 page but no more than 2 pages long.

Weekly Q-A will be graded as:

- 0 points=Students who fail to respond within the weekly time period allotted. Getting a 0 one or two weeks does not affect your overall grade; as a result no extensions are giving for missed weekly work.

- Up to ½ point= Students that developed a Q and responded, but the response does not address the material/question or it is tangential (assigned material is missing, irrelevant), response does not meet the required length. The weekly content covered has been omitted or greatly run-on, has no direction, integration & critical assessment of readings; substantive issues under consideration are mentioned tangentially, the content ignores the issues at hand; no insight; writing is convoluted (syntax & sentence structure inappropriate, many typos).
- Between 1-2 points=Students that developed a question and their response shows some evidence of reading the assigned material, but the response lacks the required length, the weekly content is mentioned—words/vocabulary is used, but lacks depth, specificity for clarity and is somewhat redundant and repetitive. Content assigned lacks consistent integration and critical assessment; content is not consistently closely related to the substantive issues under consideration; is somewhat insightful, writing is somewhat clear (syntax & sentence structure is appropriate, several typos);
- Between 2-3 points=Students that developed a question and their response has clear evidence they read the material, response meets the required length, the weekly content covered is specific enough without being redundant. Uses words/vocabulary relevant to the content and adds depth, is clear and clearly shows reading and understanding of the material. The assigned content is integrated and critically assessed; content is closely related to the substantive issues under consideration; is insightful, writing is clear (syntax & sentence structure is appropriate, no typos).

Note: receiving one or two low grades does not greatly affect grade on this assignment—it's a cumulative grade—however, overall poor scores do, if scores are low for consecutive weeks.

The important point, though, in order to get a good grade for each week's Answers, is that you should *provide enough details to show that you have done the readings and can critically assess the content—relevant material versus not relevant material. Answers that are too brief or superficial or vague, or written with a lot of spelling and grammar mistakes, or especially copied from other students or the assigned reading, will receive lower grades. Do not merely copy sections from the assigned materials (especially without giving credit and the corresponding page numbers), explain things in your own words.*

### Grading Matrix

Instrument	Value (points or percentages)
Exams (Midterm & Final) 20% each	40%
Term Paper & Presentation	30%
Weekly Q-A & Participation	30%
<b>Total:</b>	100%

**Grade Determination:** Course work grades for graduate students is reported as: "A" (95-100); "B" (85-94); "C" (75-84); "D" (65-74).

**A final note on course requirements and expectations:** All students are expected to come to all classes and to be prepared to talk about the readings, raise questions, and comment on and build off the observations made by others in the class. More generally, I

expect and hope that you will use the class discussions as an opportunity both to learn the material better and to help other students glean insights from the readings.

**Weekly work & attendance:** If for some reason you will miss a class please inform the instructor. You will be responsible for materials covered while in your absence. All scheduled work is due when assigned (consult syllabus). If you are not in class when work is due, the instructor will not accept the work. See the graduate handbook for the university attendance policy.

**Exams:** Will be taken as scheduled on this syllabus. Emergencies must be documented and the instructor reserves the right to reschedule based on extenuating circumstances. If an excuse is accepted, missed exams will be made up on the university scheduled day (consult academic calendar). Only one exam can be made up.

**Assigned Readings:** There should be no question as to the importance of the readings. Failure to read the material prior to class reflects not only upon the individual but on the class as a whole. Seminars are built upon knowledge and insights of all participants – those who do not participate thereby deprive the group. Each student is expected to read all assigned materials and students can expect to be called upon to hear/share their insights. In addition, discussion should point to the readings and materials, unsupported opinions and seemingly endless personal experience points or distractions that are not meritorious should be avoided. While it is ok to make connections with other courses and readings that supplement the required readings this is not necessary.

**Classroom courtesy:** Students are asked to show courtesy, respect and support for the instructor and fellow classmates. Private conversations and nonverbal communication or gestures while the instructor or a student is presenting material or asking questions is distracting, disruptive and destructive to the learning process. For similar reasons, using cell phones, pagers and other technological devices is prohibited during class (turn them off at the beginning of the class). It is also important the no single student or group of students dominate classroom discussion. Expect his class to start and end on time. This is a 3 hours class and you deserve a break, remind the instructor of break time. No minor children or guests are allowed in the classroom.

Any hotly debated topic should be discussed in class and not in the hallways. Any class issue should be brought to the professor for information and resolution. If the professor is unable to address the issue at hand, follow the lines of procedure (consult the graduate catalog). The forum will be one of respect for every point of view, we are all educated and as a result our points of view should have some valid foundation and frame of reference.

**Student responsibility:** The pursuit of a doctoral education requires the investment of considerable time and money. Please make the most of your investment in this course. The weekly reading assignments should be considered minimal work for the course. That is, someone like you, pursuing a doctoral degree, should be searching for similar materials in the library & search engines to add greater depth and breadth to their education. Most of you will go on to become professors and/or researchers and this will be your last chance for focused study in this area. Also, increasing your knowledge from outside library resources will better prepare you for exams (preliminary/comprehensives). Mastering this course in no way insures that you will pass exams but it is a beginning. Be serious about your education and make the most of the opportunity.

**Improper academic conduct and Plagiarism:** Also known as academic dishonesty (cheating) is generally interpreted to mean the obtaining and using of information before

or during an examination (in this class it extends to any assigned work) by means other than those permitted by the professor, including copying from and supplying information to other students. Consult the Graduate Catalog for guidelines and procedures, which include other actions (including but not limited to the following: dual submissions, alteration, misrepresentation, etc., etc). Another area of improper academic conduct is plagiarism, which is generally interpreted to mean the obtaining and using of information without giving credit where it is due (a person, institution, a web site, a book, etc.). It might include, but is not limited to such instances as printing, copying, cutting and pasting, typing information and not acknowledging the author.

The policy in this class is that any act of academic impropriety is strictly prohibited and can result in course failure for the course item in question, failure in the course, academic suspension, and/or dismissal from the program. University policy procedures provide for the resolution of such cases, please refer to such policies and procedures found in the student catalog.

**The American Psychological Association (APA) writing guidelines:** Students are to use the APA style for all written assignments. If you are unaware of this style or are unsure of the APA requirements, you must purchase the Publication Manual of the American Psychological Association, latest Edition.

**Paper Guidelines–required:**

Your paper must be typewritten, using 2 line spacing, between 8-14 pages in length total (including references/bibliography). Papers should be formatted/referenced according to the American Psychological Association Writing Guidelines, which are most comprehensively covered in the *Publication Manual of the American Psychological Association* (use the latest edition available). Condensed and simplified versions of the APA formatting and referencing requirements may be found on-line and in other writing manuals.

Ensure that your work conforms to proper use of grammar, spelling and sentence structure. Your paper should read like a very well written journal article. I encourage you to discuss the research project with each other. You must however, submit a work that is truly yours. In other words, while two or more people can write on the same topic, the paper you submit must reflect individual enterprise, that is, you are not allowed to collaborate on the actual writing of the assignment (otherwise it is considered cheating and against university policies).

All papers will be submitted via Turnitin link available on ecourse. Be advised that this program provides information on unlisted sources, and similarity scores (double submission) among other features of the system. That means you must list all sources used.

The following are good sources to get you started. I remain as a source to give guidance and assistance about any question you might have. To complete a good research paper, you must give yourself time. Start now to put your materials and thoughts together. It is not possible to write a good research paper within 24 hours.

- a. Refereed Academic/ Professional Journals (preferred)
- b. Books published by Academic Presses (preferred)
- c. Magazines or Newspapers that are highly regarded (used judiciously)
- d. Mainstream Popular Press (used judiciously)
- e. Internet sources like Wikipedia—should be minimally used.

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**Writing a Paper** (Source: [https://www.bcps.org/offices/lis/researchcourse/lit\\_rev\\_write.html](https://www.bcps.org/offices/lis/researchcourse/lit_rev_write.html))

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Most papers consist of two distinct parts. The first part is the research review. In the first step you will use scholarly articles to read and discover what others are saying about your topic. After you have read and reviewed studies related to your topic you will need to create a narrative description of what you discovered (this is part two). As you write you will need to remember that the purpose of this paper is to:

- Inform the reader of the knowledge and ideas about the topic (including methods used).
- Inform the reader of your reason for reviewing the topic.

**STEP ONE: Plan**

- **Find a focus-** make sure that your work is organized around ideas- not the sources but a direction or position that they will support. Suggestion: start with a broad topic (line the table of content of a textbook); select a chapter (broad topic); select subtopics from chapter headings, identify two or three areas).
- **Create a working thesis.** your thesis does not create an argument or a position. What it does do is to create a way of looking at the research around your topic.
- **Think about elements of organization-** this means that you must consider the way that the information will be presented. Creating an outline of topics and subtopics is a helpful way to organize.

**STEP TWO: Writing (Introduction, Body, Conclusion)**

**1. Introduction:**

- Define the general topic, issue or area of concern. Main topic, subtopics, headings, subheadings, etc.
- Point out trends in the published research in the area or conflicts in the theory, methodology, evidence, and conclusions, or gaps in the research or a new perspective.
- Detail your reasons for reviewing literature on your topic; explain your stance and organizational structure.

**2. Body:** It's important to consider how you will present the sources you have found. You may want to consider the following methods:

- *Chronological-* Organize the research in the order it was conducted.
- *By publication-* You may group sources by the type of research they present or the area/field of research (for example: government reports).
- *Trends-* Categorizing your sources this way will present changes in data interpretation over time.
- *Thematic-* Organizing your ideas around topics or issues. This organizational structure presents an emphasis on ideas or themes.

	<ul style="list-style-type: none"> <li>• <i>Methodological</i>- this approach groups research studies by the way the research was conducted.</li> </ul> <p>In this section be sure to include:</p> <ul style="list-style-type: none"> <li>• The current situation in regard to the topic or issue.</li> <li>• The history or related ideas that have influenced the development of your issue.</li> </ul> <p><b>3. Conclusion:</b></p> <ul style="list-style-type: none"> <li>• Summarize the major parts of significant studies and articles but your attention on the focus of your position.</li> <li>• Evaluate the current thinking on your topic. This may be a place for you to suggest that there are flaws in the research, theories, findings or areas of study.</li> <li>• Conclude by providing insight into relationship between the topic and the focus of your area of interest, study or proposed position on the topic.</li> </ul> <p><b>Composing Tips</b></p> <ul style="list-style-type: none"> <li>• <b>Use evidence</b>- Your interpretation of the resources you have chosen must be backed up with evidence that shows a link between what you are saying and information to support it.</li> <li>• <b>Be selective</b>- Choose the most important parts of each source to highlight in your review.</li> <li>• <b>Use quotes sparingly</b>- Most literature reviews do not use direct quotes from the text. Use short quotes if you need to once in a while, but do not quote large passages of text. Your goal is to summarize in your own words the studies you have found that provide documentation of your position or serve as background.</li> <li>• <b>Summarize and synthesize</b>- You will summarize the work of others as you create your literature review you'll also need to synthesize it as a way to relate it to your own work.</li> <li>• <b>Keep your voice</b>- This means that even though you are presenting the ideas of others you will still need to use your ideas and words. But give credit to sources used (citation).</li> <li>• <b>Paraphrase with caution</b>- Retell the ideas of others with caution being sure to watch that the ideas of others are presented as someone else's and your ideas are presented separately.</li> <li>• <b>REVISE, REVISE, REVISE</b>- Take advantage of your friends and writing center. Ask them to read your work and help you to make your literature review as well written as possible.</li> <li>• See grading rubric at end of syllabus</li> <li>• <b>Upload</b> your paper via Turnitin (ecourse tab) by the designated deadline.</li> </ul>
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## Course Procedures and Additional Policies

### Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the



link in eCourses.

**A final note on course requirements:** All students are expected to keep up with the course material. Each week students should be prepared to participate in discussions about the readings, raise questions, and comment on and build off the observations made by others in the class. More generally, I expect and hope that you will use the class discussions as an opportunity both to learn the material better and to help other students glean insights from the readings. Assignments are due as scheduled.

**Communication Expectations and Standards:**

All emails or questions will receive a response from the instructor within 48 hours. You can send email anytime that is convenient to you; I check my email messages during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

**Course Expectations:**

**Weekly work & attendance:** You are responsible for materials assigned each week. All scheduled work is due when assigned (consult syllabus). The instructor will not accept past due work. See the graduate handbook for the university attendance policy.

**Exams:** Will be taken as scheduled by the University. Emergencies must be documented and the instructor reserves the right to reschedule based on extenuating circumstances.

**Assigned Readings:** There should be no question as to the importance of the readings. Failure to read the material reflects not only upon the individual but on the class as a whole. Seminar classes are built upon knowledge and insights of all participants – those who do not participate thereby deprive the group (and risk earning lower grades). Each student is expected to read all assigned materials and students are expected to share their insights with the class. In addition, discussion should point to the readings and materials, unsupported opinions and seemingly endless personal experience points or distractions that are not meritorious should be avoided. It is acceptable to make connections with other courses and readings that supplement the readings.

**Courtesy:** Students are asked to show courtesy, respect and support for the instructor and fellow classmates. The forum will be one of respect for every point of view, we are all educated and as a result our points of view should have some valid foundation and frame of reference.

**Student responsibility:** The pursuit of a graduate education requires the investment of considerable time and money. Please make the most of your investment in this course. The weekly reading assignments should be considered minimal work for the course. That is, someone like you, pursuing a graduate degree, should be searching for similar materials in the library & search engines to add greater depth and breadth to their education. Be serious about your education and make the most of the opportunity.

If you have any questions, of course feel free to ask. You can always contact me through office hours, email.

**COURSE REQUIRED READINGS & WEEKLY TOPIC OUTLINE** (any departure from this will be announced). See academic calendar (enclosed).

**NOTE:** The updated assigned readings will be posted on Canvas. Do not follow the list below.

**Week 1** Introduction, course administration, overview. Topic interest

**Week 2: Framework 1: *the creation of childhood and delinquency as social constructs: Historical and Theoretical readings:***

**Required Readings:**

Empey, LaMar (1978). *American Delinquency: Its meaning and construction*. Illinois, The Dorsey Press. Read the following chapters:  
Ch 1: How delinquency is constructed, pp. 1-20  
Ch 2: The history of indifference to children, pp. 21-25  
Ch3: The discovery of Childhood, pp. 26-47  
Ch 4: The invention of delinquency, pp. 48-70  
Ch 5: Delinquency according to American rules, pp. 97-112

**Week 3 Framework 1 continued: *the creation of childhood and delinquency as social constructs: Historical and Theoretical readings:***

**Required Readings:**

Platt, Anthony M. (1969). *The Child Savers: The Invention of Delinquency*. Chicago, The University of Chicago Press. Read the following:  
Ch. 1: Introduction, pp. 3-14  
Ch. 2: Images of Delinquency, 1800-1900, pp. 15-45  
Ch 3: The New Penology, pp. 46-74

**Week 4: Nature, Measurement, & Magnitude of Delinquency and Gangs**

**Required Readings:**

Howell, James (2003). *Preventing and reducing Juvenile delinquency: A comprehensive framework*. Ch 3 Juvenile Delinquency trends (pp 39-56). Sage Publications.

Short, James F, Jr. The level of explanation problem revisited--The American Society of Criminology 1997 Presidential address. *Criminology*, 1998; 36, 1; pg. 3-36.

Blumstein, Alfred (2002). "Why is crime falling-Or is it?," *Perspectives on Crime and Justice: 2000-2001 Lecture Series, National Institute of Justice, March 2002, Vol. 5, pp. 1-34*, NCJ 187100.

Thornberry, T.P., D. Huizinga & R. Loeber, "The causes and correlates studies: Findings and Policy Implications," *Juvenile Justice Journal*, 9(1): 3-19 (available: [www.ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11800](http://www.ojjdp.ncjrs.org/publications/pubabstract.asp?pubi=11800) )

Agnew, R. & T. Brezina (2015). How much delinquency is there and is delinquency increasing? In: *Juvenile Delinquency: causes and control* (5<sup>th</sup> Ed). Pg 43-63. Oxford University Press.

### **Week 5: Gang Research: Defining and Understanding gangs**

Bursik, R. J. Jr. & H. G. Grasmick (2003). Defining and researching gangs. In *The Modern Gang Reader*, Egley, A. Jr.; C. L. Maxson, J. Miller & M. L. Klein (Eds). Chapter 1 (2-13 ). 3<sup>rd</sup> Ed. Roxbury Publishing Co.

Ball, Richard A; Curry, G David (1995). The logic of definition in criminology: Purposes and methods for defining "gangs," *Criminology* 33 (2): 225.

Decker, S. H. & B. V. Winkle (2003). The history of gang research. In *The Modern Gang Reader*, Egley, A. Jr.; C. L. Maxson, J. Miller & M. L. Klein (Eds). Chapter 2 (14-19 ). 3<sup>rd</sup> Ed. Roxbury Publishing Co.

Vigil, J. D. (2003). A multiple marginality framework of gangs. In *The Modern Gang Reader*, Egley, A. Jr.; C. L. Maxson, J. Miller & M. L. Klein (Eds). Chapter 3 (20-29 ). 3<sup>rd</sup> Ed. Roxbury Publishing Co.

Thronberry, T. P.; M. D. Krohn, A. J. Lizotte, C. A. Smith, & K. Tobin (2003). The antecedents of gang membership. In *The Modern Gang Reader*, Egley, A. Jr.; C. L. Maxson, J. Miller & M. L. Klein (Eds). Chapter 4 (30-42). 3<sup>rd</sup> Ed. Roxbury Publishing Co.

Miller, J. (2003). Getting into gangs. In *The Modern Gang Reader*, Egley, A. Jr.; C. L. Maxson, J. Miller & M. L. Klein (Eds). Chapter 5 (43-59). 3<sup>rd</sup> Ed. Roxbury Publishing Co.

Decker, S. H. & J. L. Lauritsen (2003). Leaving the gang. In *The Modern Gang Reader*, Egley, A. Jr.; C. L. Maxson, J. Miller & M. L. Klein (Eds). Chapter 6 (60-71). 3<sup>rd</sup> Ed. Roxbury Publishing Co.

### **Week 6: What gangs & gang members look like based on their subculture and delinquency involvement**

Shelden, Randal G., Tracy, Sharon K. & Brown, William B. (2004). Youth gangs in American society. Chapters 2,3,4 (pgs. 39-134). Thomson Wadsworth Pubs.

Katz, Charles M; Webb, Vincent J; Decker, Scott H. (2005). Using the Arrestee Drug Abuse Monitoring (ADAM) Program to Further Understand the Relationship between Drug Use and Gang Membership. *Justice Quarterly*, 22 (1): 58-88.

### **Week 7: Theoretical Applications in gang research I:**

Bohn R. M. & Vogel, B. L. (2011). *A Primer on Crime and Delinquency Theory*. Chps 1,2,3,4,5. Wadsworth Cengage Learning, 3<sup>rd</sup> Ed.

McCorkle, Richard C; Miethe, Terance D. (1998). The political and organizational response to gangs: An examination of a "moral panic" in Nevada. *Justice Quarterly*: 15.1: 41-64.

Hughes, Lorine A; Short, James F, Jr. (2005). Disputes involving youth street gang members: micro-social contexts. *Criminology*; 43, 1; pg. 43

Coughlin, Brenda C;Sudhir Alladi Venkatesh (2003). The urban street gang after 1970. *Annual Review of Sociology*; 2003; 29, pg. 41-

Julie Ayling (2011). Gang change and evolutionary theory. *Crime Law Soc Change* 56:1–26

Dhingra, Katie; Debowska, Agata; Sharratt, Kathryn; Hyland, Philip; Kola-Palmer, Susanna (2015). Psychopathy, gang membership, and moral disengagement among juvenile offenders. *Journal of Criminal Psychology* 5.1: 13-24.

**OPTIONAL:**

Bohn R. M. & Vogel, B. L. (2011). *A Primer on Crime and Delinquency Theory*. Chps 6,7,8,9. Wadsworth Cengage Learning, 3<sup>rd</sup> Ed.

**Week 8 Midterm Exam (Week 2-7)**

**Week 9 Spring Break**

**Week 10 Theoretical Applications in gang research II**

Gary Sweeten, Alex R. Piquero, Laurence Steinberg (2013). Age and the Explanation of Crime, Revisited. *J Youth Adolescence*, 42:921–938

McNulty, Thomas L; Bellair, Paul E.(2003). Explaining racial and ethnic differences in serious adolescent violent behavior. *Criminology* 41.3 : 709-748.

Constance L. Chapple, Trina L. Hope (2003). An Analysis of the Self-Control and Criminal Versatility of Gang and Dating Violence Offenders. *Violence and Victims*, 18, 6: 671-690

Richard Rosenfeld,Timothy M. Bray, and Arlen Egley (1999). Facilitating Violence: A Comparison of Gang-Motivated, Gang-Affiliated, and Nongang Youth Homicides. *Journal of Quantitative Criminology*, Vol. 15, No. 4

Hughes, Lorine A; Short, James F.(2014). Partying, Cruising, and Hanging in the Streets: Gangs, Routine Activities, and Delinquency and Violence in Chicago, 1959-1962. *Journal of Quantitative Criminology* 30.3: 415-451.

Finn-Aage Esbensen;Winfree, L Thomas (1998). Race and gender differences between gang and nongang youths: Results from a multisite survey. *Justice Quarterly*, Sep 1998; 15, 3; pg. 505

**Week 11: Ethnic Gangs:**

Voices from the barrio: Chicano/a gangs, families, and communities

Zatz, Marjorie S; Portillos, Edwardo L. *Criminology* 38.2 (May 2000): 369-401.

**OPTIONAL:**

Chijioke J. Nwalozie. Rethinking Subculture and Subcultural Theory in the Study of Youth Crime –A Theoretical Discourse  
*Journal of Theoretical and Philosophical Criminology*, 2015, Vol. 7(1): 1-16

**Week 12: Female Gangs**

**Required Readings: To be assigned**

**Week 13: International Youth Gangs**

**Required Readings: To be assigned**

**Week 14: Prevention Programs I**

**Required Readings:**

*Changing Course: Preventing Gang Membership* (2010). Thomas R. Simon, Nancy M. Ritter & Reshma R. Mahendra (Eds). U.S. Dept of Justice, Office of Justice Programs, *National Institute of Justice* and U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, *National Center for Injury Prevention and Control* can be downloaded at: <https://ncjrs.gov/pdffiles1/nij/239234.pdf>. **Select from Chs 1-11**

**Week 15 Nov 23: Paper Presentation and Final Exam**

**Recommended Readings: Contributions to the Gang Literature**

Asbury, H. (1927). *The gangs of New York*.

Bakeer, D. (1987). *Crips: the story of the L.A. street gang from 1972-1985*.

Bloch, Herbert & Arthur Niederhoffer (1958). *The Gang: A study in Adolescent Behavior*

Burris-Kitchen, D. (1997). Female gang participation: The role of African-American women in the informal drug economy and gang activities.

Campbell, Anne (1984). *The Girls in the Gang*

- Cloward, Richard A. & Lloyd E. Ohlin (1960). *Delinquency and Opportunity: A theory of Delinquent Gangs*
- Cohen, Albert K. (1955). *Delinquent Boys: The Culture of the Gang*
- Dawley, David (1973). *A Nation of Lords: The Autobiography of the Vice Lords.*
- Hanson, K. (1964). *Rebels in the streets: The story of New York's Girls Gangs*
- Hegedorn, J.M. & Macon (1988). *People and Folks: Gangs, Crime and the Underclass in a Rustbelt City.*
- Hirschi, Travis (2002). *Causes of Delinquency.*
- Joan W. Moore (1978). *Homeboys: Gangs, Drugs and Prison in the Barrios of Los Angeles*
- Keiser, R. Lincoln (1969). *The Vice Lords: Warriors of the Streets*
- Klein, M.L. (1995). *The American Street gang: Its nature, prevalence and control.*
- Klein, M.W. (1964). *Internal Structures and Age Distributions in Four Delinquent Negro Gangs.*
- Klein, Malcolm W. (1971). *Street Gangs and Street Workers.*
- Lewis, M.S. (1961). *The Girl Delinquent and the Male Street Gang.*
- Liebow E. (1967). *Tally's Corner: A study of Negro Streetcorner Men.*
- Matza, D. (1964). *Delinquency and Drift.*
- Moore, Jack B. (1993). *Skinheads Shaved for Battle: A Cultural History of American Skinheads.*
- Moore, Joan W. (1978). *Going Down to the Barrio: Homeboys and Homegirls in Change.*
- Poston, Richard W. (1971). *The Gang and the Establishment: A story of conflict rising of the federal and private financing of urban street gangs*
- Puffer, J.A. (1912). *The Boy and his Gang.*
- Sanchez-Jankowski, M. (1991). *Islands in the street: Gangs and American Urban society.*
- Shaw, C.R. & H. McKay (1942). *Juvenile Delinquency in Urban Areas.*

Shaw, C.R. & H.D. McKay (1942). Juvenile Delinquency and Urban Areas.

Shaw, C.R. (1929). Delinquency Areas.

Shaw, C.R. (1931). The Natural History of Delinquent Career.

Shelden, R.G. Tracy, S.k. & Brown, W.B. (1997). Youth gangs in American society.

Short, James F. & Fred L. Stodtbeck (1965). Group Process and Gang Delinquency

Sikes, G. (1997). 8 Ball Chicks: A year in the violent world of girl gangsters.

Spergel, Irvin (1964). Racketville, Slumtown, Haulburg: An Exploratory Study of Delinquent Subcultures.

Spergel, Irvin (1966). Street Gang Work: Theory and Practice

Suttles, G.D. (1968). The Social Order of the Slum.

Thrasher, Frederic M. (1927). The gang: A study of 1,313 Gang in Chicago

Vigil, Diego J. (1988). Barrio Gangs: Street life and identity in Southern California.

Whyte, William Foote (1943). Street Corner Society.

Yablonsky, L. Fifty years of madness, drugs and death on the streets of America.

Yablonsky, Lewis (1962). The Violent Gang

## ***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](mailto: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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto: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](mailto: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, 2<sup>nd</sup> 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 GAI 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](mailto: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](mailto: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](mailto: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](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto: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](https://timelycare.com/pvamu), 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](https://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.

### **Rubrics used for grading exams and paper:**

**Exam Rubric: NOTE: points and number of test Q vary**

Submitted in time (if not subtract -5-10 pnts from grade

\_\_\_pnts= Main ideas are clear and are well supported by detailed and accurate information. Information is relevant and presented in a logical order. There is strong evidence the student knows the material. All sentences are well constructed. The author makes no errors in grammar, mechanics, and/or spelling. The answer is clear and there is evidence the student studied/knows the material.

\_\_\_pnts =Main ideas are clear but are not well supported by detailed information. The answer to the question is there but not very clear but there is some evidence that the student knows the answer. The author's knowledge of the answer (topic) is/are evident. Most sentences are well constructed. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding. The

answer, is somewhat clear but there is evidence the student studied/knows the material

\_\_\_pnts= Main ideas are somewhat clear.

Answer is weak and general but is mainly in the main topic. The author's knowledge of the answer is/are limited. Most sentences are well constructed. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding. The answer is somewhat clear and there is evidence the student studied/knows the material.

\_\_\_pnts= Does not answer the question; main ideas not clearly stated and lacks focus. There is no clear answer to the question. The author's writing is unclear; sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding. Little or no evidence that the student studied/knows the material.

D/F (total score based on \_\_\_points per question) = does not answer the question; main ideas not clearly stated and lacks focus and depth. There is no clear answer to the question. There is no evidence the student knows the answer to the question. The statement(s) is/are unclear; statements do not sound like coming from the course content and are awkward or distractingly repetitive, and difficult to understand. Most paragraphs are not in the appropriate length (5-10 sentences). Writing has numerous errors in grammar, mechanics, and/or spelling that interfere with understanding. Little or no evidence the student studied the material, lacks citation or is irrelevant.

C (total score based on \_\_\_points per question) =main ideas are somewhat clear; answer not clearly stated. Answer is weak and general; the answer is there but discussion lacks depth. Knowledge of the answer is limited. A few to most sentences are well constructed but lack depth and detail. Several paragraphs are in the appropriate length (5-10 sentences). Writing has several errors in grammar, mechanics, and/or spelling that do not necessarily interfere with understanding. The answer is somewhat clear and there is some evidence the student studied the material, inconsistent use of citation and somewhat irrelevant.

B (total score based on \_\_\_points per question) =main ideas are clear but are not well supported by detailed information (in depth discussion is lacking). The answer to the question is there but not very clear, but there is strong evidence the student knows the answer. The knowledge of the answer (topic) is evident and demonstrated in several instances but it is too general. Most sentences are well constructed. Most paragraphs are in the appropriate length (5-10 sentences). Writing has a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding. The answer is clear but general and there is strong evidence and demonstration the student studied and knows the material, consistent use of citation and consistent relevance.

A (total score based on \_\_\_points per question) =main ideas are clear and well supported by detailed and accurate information (in depth discussion, in several sentences or ideas are presented). Information is relevant and presented in logical order and there is no doubt the student learned the material. There is very strong evidence the student knows that material. Most or all the paragraphs are in the appropriate length (5-10 sentences). Most or all the sentences are well constructed and have isolated errors in grammar, mechanics, and/or spelling. The answer is clear and there is very strong evidence the student studied and knows the material and can use the information learned, consistent use of citation and highly relevant.

#### **EVALUATION RUBRIC FOR PAPER:**

The relevance of the content to the subject matter, and how you organize, present ideas, apply the relevant theoretical material. Are these your opinions and your use of language-writing-. In addition to evaluating



the different elements of the paper, a holistic view on how these features are brought together to form a total work is important.

Grade: A-B Pnts: 99-80. The paper comprehensively addresses the subject matter. The thesis, arguments and all supporting evidence show a clear understanding of the issues. The paper clearly, effectively and insightfully develops and conveys a point of view.

Its organization and focus is also very clear, coherent, and ideas smoothly progress from one to the other, and also demonstrating excellent critical thinking and supported with appropriate examples. The writer followed the general instructions offered on the syllabus. There are no major errors in vocabulary, sentence structure, spelling, citation, punctuation and paragraphing. Citations meet APA format and a complete Bibliography is presented in a separate page. The paper was written by the student (low similarity Turnitin score). Paper topic, abstract **Submitted in time (if not subtract -5-10 pnts from grade**

COMMENTS

Grade B-C Pnts: 80-79.

The paper shows mastery of the subject matter; however, showing occasional errors in thought and quality, arguments not clearly and effectively and convincingly developed and presented, demonstrates some-reasonable- critical thinking, some coherence in thought, and progression of ideas; but with occasional mistakes which do not impede the meaning and clarity of the statement in grammar, word selection, sentence structure, spelling, paragraphing. The writer followed some of the general instructions offered on the syllabus. A few citations do not meet APA format, a complete Bibliography is not presented in a separate page. While there are sections written by the student and others that are not due to the similarity Turnitin score (midrange high). COMMENTS

Grade C or lower Pnts:

79-0. The paper shows low understanding of the subject matter and has significant errors that compromise the quality of the paper. One or more of the important elements of the paper is missing. The paper in significant respects is unfocused and or disjointed and incoherent. There are many grammatical, sentence structure and spelling mistakes. Lacks a thesis, there is not coherent progression of ideas and thought. Paper lacks clarity and has many flaws in content and ideas. The writer did not follow the general instructions offered on the syllabus. Citations do not meet APA format, a complete Bibliography is not presented on a separate page. There are sections not written by the student due to the similarity Turnitin score high range). COMMENTS

### Professional Organizations and Journals

Academy of Criminal Justice Sciences <http://www.acjs.org/>

Southwestern Association of Criminal Justice <http://www.cj.txstate.edu/SWACJ/intro.htm>

Criminal Justice Journals <https://www.msu.edu/~dejongc/cj907/journals.html>

### References

Attorney General of Texas <http://www.oag.state.tx.us/>

Bureau of Justice Assistance <http://www.ojp.usdoj.gov/BJA/>

Bureau of Justice Statistics <http://www.ojp.usdoj.gov/bjs/>

Census Bureau <http://www.census.gov/>

Centers for Disease Control and Prevention <http://www.cdc.gov/>

Child Trends Data Bank <http://www.childtrendsdatabank.org/>

Children's Defense Fund <http://www.childrensdefense.org/>

College of Juvenile Justice and Psychology <http://www.pvamu.edu/pages/307.asp>

Compendium of National Juvenile Justice Data Sets  
<http://www.ojjdp.ncjrs.org/ojstatbb/Compendium/index.html>

Crime in Texas [http://www.txdps.state.tx.us/administration/crime\\_records/pages/crimstatistics.htm](http://www.txdps.state.tx.us/administration/crime_records/pages/crimstatistics.htm)

Criminal Justice Resources: Comprehensive Sites <http://staff.lib.msu.edu/harris23/crimjust/comp.htm>

Criminal Justice Resources: Periodicals Available over the Web  
<http://www.lib.msu.edu/harris23/crimjust/per.htm>



Criminal Justice Statistics UH Downtown <http://www.uhd.edu/library/data/cj.html>  
 Death Penalty Information Center [http://www.deathpenaltyinfo.org/state\\_by\\_state](http://www.deathpenaltyinfo.org/state_by_state)  
 Easy access to juvenile populations [1990-2007] <http://ojjdp.ncjrs.gov/ojstatbb/ezapop/>  
 Easy access to state and county juvenile court case counts  
<http://ojjdp.ncjrs.gov/ojstatbb/ezaco/default.asp>  
 Evaluation tool kit <http://www.friendsnrc.org/outcome/toolkit/index.htm>  
 Federal Bureau of Investigation <http://www.fbi.gov/>  
 First Gov <http://www.usa.gov/>  
 Homeland Security <http://www.dhs.gov/index.shtm>  
 Internet Resources for Criminal Justice <http://www2.lib.udel.edu/subj/crjs/internet.htm>  
 IPEDS: The Integrated Postsecondary Education Data System <http://nces.ed.gov/IPEDS/>  
 Justice Research and Statistical Association <http://www.jrsa.org/>  
 Juvenile Population Characteristics <http://ojjdp.ncjrs.gov/ojstatbb/population/faqs.asp#3>  
 Kids Count <http://www.aecf.org/MajorInitiatives/KIDSCOUNT.aspx>  
 National Archive of Criminal Justice Data <http://www.icpsr.umich.edu/NACJD/>  
 National Criminal Justice Reference Service [NCJRS] <http://www.ncjrs.org/>  
 National Crime Prevention Council [slides] <http://www.ncpc.org/training/powerpoint-trainings>  
 Office of Justice Programs <http://www.ojp.usdoj.gov/>  
 Office of Juvenile Justice and Delinquency Prevention <http://ojjdp.ncjrs.org/>  
 OJJDP Statistical Briefing Book <http://ojjdp.ncjrs.gov/ojstatbb/default.asp>  
 Office of Juvenile Justice and Delinquency Prevention [Topics]  
<http://www.ojjdp.ncjrs.org/search/topiclist.asp>  
 Plagiarism, click this Web link [http://www.pvamu.edu/PDFFiles/Library/Ref/Plagiarism\\_FAQ.pdf](http://www.pvamu.edu/PDFFiles/Library/Ref/Plagiarism_FAQ.pdf) .  
 Purdue APA Formatting Style and Guide <http://owl.english.purdue.edu/owl/resource/560/01/>  
 Sourcebook of Criminal Justice Statistics <http://www.albany.edu/sourcebook/>  
 Statistics and Research Sources <http://www.uncjin.org/Statistics/statistics.html>  
 State Juvenile Justice Profiles <http://www.ncjj.org/stateprofiles/>  
 Texas Department of Criminal Justice <http://www.tdcj.state.tx.us/>  
 Texas Juvenile Probation Commission <http://www.tjpc.state.tx.us/>  
 Texas Youth Commission <http://www.tyc.state.tx.us/>  
 Texas Department of Public Safety <http://www.txdps.state.tx.us/>  
 Thomas The Library of Congress <http://thomas.loc.gov/>  
 United Nations Crime and Justice Information Network <http://www.uncjin.org/>  
 U.S. Department of Education <http://www.ed.gov/index.jhtml>  
 U.S. Department of Labor <http://www.dol.gov/>  
 U.S. Department of Justice <http://www.usdoj.gov/>

**Spring 2024 – Full Term PVAMU Academic Calendar subject to change as state, system, and local guidelines evolve in relation to COVID. Updates**

**<https://www.pvamu.edu/coronavirus>.**

Jan 15 Monday	Dr. Martin Luther King, Jr. Day Holiday (University Closed)*Subject to approval by The Texas A&M University System Board of Regents and may change.
Jan 16 Tuesday	Financial Aid Satisfactory Academic Progress (SAP) Appeal Deadline
Jan 16 Tuesday	First Class Day

Jan 16 Tuesday	Tuition & Fees Payment Due Date @ 5:00 p.m.
Jan 16 - Jan 23 Tuesday through Tuesday	Late Registration/Late Registration Fee Begins (\$50.00)
Jan 16 - Jan 24 Tuesday through Wednesday	Attendance Reporting Period. Students who do not attend class during this period will have their courses removed and financial aid reduced or cancelled
Jan 30 Tuesday	Financial Aid Refunds begin
Jan 31 Wednesday	12th Class Day (Census Date)
Jan 31 Wednesday	Final Day to Drop/Withdraw from Course(s) without Academic Record (A Financial Record will still exist)
Feb 01 Thursday	Withdrawal from Courses with Academic Record ("W") Begins
Feb 06 Tuesday	Drop for Non-Payment of Tuition and Fees @ 5:00 p.m.
Feb 12 Monday	20th Class Day
Mar 07 - Mar 09 Thursday through Saturday	Mid-Semester Examination Period
Mar 11 - Mar 16 Monday through Saturday	Spring Break (Student Break)
Mar 13 Wednesday	Mid-Semester Grades Due
Mar 15 Friday	Spring Break (University Closed)*Subject to approval by The Texas A&M University System Board of Regents and may change

Mar 20 Wednesday	Founders Day/Honors Convocation
Mar 26 Tuesday	Final Date to Apply for Spring 2024 Graduation (ceremony participation)
Mar 27 Wednesday	Application for Graduation-Degree Conferral only for Spring 2024 Graduation Begins (no ceremony participation or name listed in the program)
Mar 29 Friday	Good Friday (No Classes)*Subject to approval by The Texas A&M University System Board of Regents and may change.
Apr 02 Tuesday	Priority Registration for continuing students for Summer, May/Summer 2024 Mini-Mester and Fall 2024 semester (Doctoral, Masters, Post-Bacclaureate, Seniors)
Apr 06 Saturday	Registration for all students for Summer/May Summer 2024, Mini-Mester 2024 and Fall 2024 Begins
Apr 12 Friday	Final Day to Apply for Degree Conferral only for Spring 2024 Graduation (no ceremony participation or name listed in the program)
Apr 26 Friday	Final Day for Graduating Undergraduates to Submit Application for Tuition Rebate for Spring 2024
Apr 26 Friday	Final Day to Withdraw from a Course or the University (“W”) for the Spring 2024 16- week session
Apr 26 Friday	Last Class Day
Apr 29 Monday	Study Day(No Classes in Session)
Apr 30 - May 08 Tuesday through Wednesday	Final Exams
May 09 Thursday	Final Grades due for Graduation Candidates (12:00 pm)
May 11 Saturday	Commencement

May 14  
Tuesday

Final Grades due for all other students (11:59 p.m.)