



Juvenile Delinquency

Course Number: CRIJ 3300-100 (CRN: 80170)
 Semester: Fall 2017
 Instructor: Lynn Greenwood, PhD

Course and Contact Information	
Class Time, Day, Location, and Duration:	Wednesdays 6-9pm FH 203 August 28-December 15
Office:	Founder's Hall, 217L
Office Hours:	Wednesdays 2-5pm Thursdays 10am-1pm Other times/days may be arranged by appointment – please email if you need to meet beyond the above office hours
Email:	Preferred email: lgreenwood@tamuct.edu – <ul style="list-style-type: none"> When emailing, always identify yourself and the course number. In general, when communicating electronically, you should use complete sentences and be very clear about what you are asking or saying to avoid miscommunication. Deviations from this may result in an unanswered email. Canvas messages are also acceptable.
Phone:	Mobile: 512-525-9173 <ul style="list-style-type: none"> If texting or leaving voicemail, please identify yourself and the course number. Deviations from this may result in no reply. I do not have an office phone.
Preferred Mode of Communication:	Emails or office visits are preferred to phone calls, unless absolutely necessary. Text messages are acceptable as well. Do not call or text after 8pm.

Course Overview: (3 credit hours): This course is a junior-level elective recommended for any person with an interest in juvenile delinquency and the unique operations of the juvenile justice system. This course begins with an examination of basic facts relating to the nature and extent of delinquency in America. The course then focuses on why juveniles become delinquent by examining various theories or explanations of delinquency. The course explores the extent to which delinquency is caused by individual traits, peer group, family, school, and other factors. Finally, the course will examine general strategies to control and prevent delinquency through the juvenile justice system - the police, juvenile courts, and juvenile corrections.

Course Objectives:

- 1) Students will demonstrate writing skills appropriate to the discipline of Criminal Justice.
- 2) Students will demonstrate proficiency in the use of technology appropriate to the discipline of Criminal Justice.
- 3) Students will understand and value Criminal Justice ethics.
 - a. Students will demonstrate an understanding of ethical issues in juvenile justice operations.
- 4) Students will understand basic theoretical perspectives of Criminal Justice.
 - a. Demonstrate an understanding of juvenile delinquency in America.
 - b. Demonstrate an understanding of the historical development of juvenile justice system in Europe and America.
 - c. Demonstrate an understanding of the most prominent contemporary theories of the causality of delinquency and the justice policy implication of these theories.
 - d. Demonstrate an understanding of the law enforcement role in the prevention, investigation and prosecution of delinquency.
 - e. Demonstrate an understanding of the role of the juvenile court in the juvenile justice system.
 - f. Demonstrate an understanding of the role of juvenile corrections in the juvenile justice system.
 - g. Demonstrate an understanding of legal issues in juvenile justice operations.

Required Textbooks:

Bates, K.A. & Swan, R.S. (2017). *Juvenile delinquency in a diverse society* (2nd ed). Sage Publishing. ISBN: 9781506347493

Pelzer, D. (1995). *A child called "it": One child's courage to survive*. HCI Publishing. ISBN: 978-1558743663

Supplementary Materials:

Students will receive additional reading and viewing materials throughout the semester to enhance, expand on, or aid class discussions.

MODE OF INSTRUCTION AND COURSE ACCESS:

This course is fully online and uses the TAMUCT Canvas system. To be able to successfully complete this course, the student must have reliable and frequent access to a computer and to the Internet.

- Access the A&M-Central Texas Canvas Learning Management System (Canvas) at <https://tamuct.instructure.com>
- Logon to A&M-Central Texas Canvas
- Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
- Password: Your MyCT password

In addition, you must claim and use your university email. All announcements made in Canvas will also be emailed to students – these emails only go to university email accounts. The same applies to all university-level announcements. You may miss out on vital announcements and information if you do not check your university email regularly. You can have your university email forwarded to your personal email.

Technology issues are not an excuse for missing a course requirement. *Make sure your computer is configured correctly and address issues well in advance of deadlines.* If you have problems with your personal computer and/or Internet, you have access to the computer lab in Warrior Hall (Room 104). The library (in Warrior Hall) also has computers students can use.

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor. **Do not contact your instructor about Canvas issues.**

Academic Dishonesty

Academic dishonesty will not be tolerated. To insure you comply with the standards of academic integrity set forth by TAMUCT, please read the following information, and follow the links. By now you should all understand what plagiarism is and is not. If you are unsure, please follow the link provided and read all material on the subject.

Any student caught plagiarizing will receive a 0 (zero) for that assignment and may be referred to the university for further discipline. A second incident of plagiarism will result in a failing grade in the course and the student will be referred to the university for further discipline.

Academic Integrity	Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students found responsible of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty and report the incident to the Associate Director of Student Conduct. More information can be found at http://www.tamuct.edu/departments/studentconduct/facultyresources.php .
Plagiarism	Plagiarism is a form of academic dishonesty. Plagiarism, most simply defined, is not properly crediting your sources of information through the use of textual citations and the provision of a works cited list. If something is not your own original idea, thought, words, or the product of your original data collection and analysis, you need to cite your source in the text. You may expand on work you have submitted in other classes. If you would like to do so, please contact me to discuss the terms. To learn more about plagiarism, please visit https://owl.english.purdue.edu/owl/resource/589/02/

Student-Instructor Interaction:

This is primarily a lecture/discussion-based class, with some web-based components. Most communication between the instructor and students will be in the classroom, though all students are welcome and encouraged to attend office hours or make an appointment for an office visit.

I will be checking and replying to student emails on a daily basis - students should expect a response within 24 hours during the week. Emails sent on a weekend will be responded to the following Monday, unless it is a holiday. Deviations from this will be announced on Canvas. During office hours, emails will be responded to more quickly, and Canvas chat, Skype, Facetime, or some other method of communication can also be utilized if pre-arranged. If the answer to a student question applies to all students, an announcement will be made to the entire class in lieu of an individual response.

Grading:

Assignments will be graded within one week of submission. Deviations from this will be announced in Canvas. All grades will be posted in Canvas. Feedback on writing assignments will be provided in Canvas, usually in an attached Microsoft Word document. Students are encouraged to track their progress in the course through the Canvas gradebook.

Conduct:

Mastery of course content is greatly enhanced through professional conduct in the classroom. Professional conduct must also be observed in your written communication. **You will be expected to conduct yourself in a professional manner at all times in this class.** All members of the class are expected to follow rules of common courtesy in all classroom exchanges, email

messages, threaded discussions, and chats. Incivility or discourtesy to anyone in the class will not be tolerated and may result in your expulsion from the course.

Professionalism includes but is not limited to:

- Punctuality – chronic lateness will not be tolerated. If you need to leave class early, please do so as quietly and with as little disruption as possible.
- As in any criminal justice and social science course, the issues of racial and ethnic diversity must be considered part of the course content. In addition, topics may come up in class that not everyone will be comfortable with or agree upon. Civility and courtesy to everyone in the class, including the instructor, is expected. Incivility or discourtesy to anyone in the class will not be tolerated and may result in your expulsion from the classroom.
- Use of tobacco products in the classroom or elsewhere in this building (including smokeless tobacco) is a violation of Texas law.
- It is inappropriate to wear Bluetooth headsets during class.
- Please refrain from dressing in such a way as to be distracting to other students; the classroom should be treated as a professional setting and your dress should reflect this environment.
- Unless you are “on-call” or dealing with some type of emergency, please turn off your cell phones and other mobile devices during class; this includes ‘vibrate’. Having a cell phone, computer, or tablet in sight during an exam may be treated as a cheating incident
- Tape recorders are permitted in class, if accompanied by their owners.
- Eating and drinking is allowed; please clean up after yourself!
- **Do not sleep in my class!**

Netiquette – Communication Courtesy Code: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, including expulsion from the course.

Required Course Work

Expectations and requirements for coursework are listed below.

Reading

Reading assignments are to be completed prior to class meetings (see course calendar). You are expected to be familiar enough with the readings to apply the material to class discussions as well as to respond to written and oral questions based on the readings. We will not spend class time going over the book, *per se*. Readings and lectures for this course are complementary

Class Attendance/In-Class

0-25 points, for a total of 125 points

Assignments

Students are expected to attend class. I will not take roll – college students are adults and can make the decision to attend or not. However, anything discussed in class will be possible test/quiz material. I do not give out my lecture notes. If you are not able to attend class, it is up

to you to obtain notes from another student. I do not need to be notified if you are not going to attend, unless you will be missing an exam. Over the years, I have found that students who attend class regularly tend to have higher grades than those who do not...something to think about...

There will be six (6) *unannounced* in-class assignments throughout the semester worth up to 25 points each. These assignments may vary between individual and group work. Five (5) of the six assignments will be part of your final grade – this means you can miss one assignment and not be penalized. **You must be present in class on the day of the assignment to receive credit--no exceptions.**

Quizzes **0-50 points, for a total of 200 points**

There will be four (4) non-cumulative quizzes in this course. The format of the quizzes may include a variety of question types, including multiple choice, fill-in-the-blank, and short essay. Exams may contain questions from the book, from other materials provided by the instructor, from class discussions, and from writing assignments. These quizzes will be taken online, through the Canvas learning management system.

Writing Assignments **0-100 points, for a total of 300 points**

Students will be responsible for completing three (3) writing assignments. The student will choose from the six topics provided.

Requirements for writing assignments:

- 2-3 pages in length; double-spaced; 12-pt. font
 - Paragraph, narrative format – no lists
 - Must be written in the 3rd person (e.g., no I, me, we) unless otherwise specified
 - Must be completed in Microsoft Word (.doc or .docx file extension) and submitted as an attachment in the Assignment section in Canvas for this course
 - At least two (2) sources (beyond the course textbook or notes) must be used for each assignment; sources must be appropriately cited in text and in a reference section as per APA standards
 - Acceptable sources: peer-reviewed journal articles, trade journals, newspaper articles, websites with named author(s) or from specific organizations or agencies
 - Unacceptable sources: websites with no named author and no sourcing of information; personal opinion websites
 - No title page is necessary – put name, date, course number in a header on every page. Do not manually type this at the top of each page – use the formatting feature in Microsoft Word:
 - Click the Insert tab
 - Click Header
 - Select the first option
 - Type in your name and topic focus
 - Click Close Header
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- Use formatting in Microsoft Word for double-spacing
- No more than one quotation per page. Quotations must be formatted according to the APA manual, including page numbers
- **Proofread carefully: grammar, spelling, mechanics, and citations, will be part of your grade.**

Writing Assignment Topics:

- Beginning with the case of *In re Gault* in 1967, identify and briefly summarize significant Supreme Court decisions that have increased or altered the due process rights of juvenile offenders.
 - Choose one theory of delinquency and discuss the relationship between your chosen theory and treatment or rehabilitative strategies that practitioners might devise.
 - Gang delinquency is apparently on the rise and you are called on to explain to the public about juvenile gangs and gang behavior. How would you define a gang? What is the typical gang like? How much danger do gangs pose to the average citizen?
 - Legal and extralegal factors can play a significant role in an intake officer's decision as to what disposition to recommend in a juvenile case. How much of an influence do extralegal factors have on this decision making? Should extralegal factors be considered in juvenile cases? Why or why not?
 - What do you think about the trend toward increased punitiveness (e.g., increased criminal court processing of youths, blended sentences, changes in confidentiality)? Do you favor this trend, or does it represent an abandoning of the ideals of juvenile court? Support your answer.
 - Suppose the governor of your home state seeks your advice about how to control juvenile violence. The governor states that she is thinking of mandating that all juveniles adjudicated of minor violent crimes serve at least 30 days in a boot camp. Would you try to discourage the governor from taking this action? If so, why? What alternative sanction would you recommend?
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Grading Matrix for Writing Assignments

Spelling, Grammar, & APA Rules (25 pts)	Numerous spelling, grammar, or APA citation/reference errors (0-6 pts)	Some spelling, grammar, or APA citation/reference list errors (7-13 pts)	Few spelling, grammar, or APA citation/reference list errors (14-20 pts)	No spelling, grammar, or APA citation/reference list errors (21-25 pts)
Structure of Paper (15 pts)	Inaccurately structures 3 of the areas (0-3 pts)	Inaccurately structures 2 of the areas (4-7 pts)	Inaccurately structures 1 of the areas (8-11 pts)	Accurately structures paper according to # of pages, header, font, and spacing (12-15 pts)
Content of Paper (60 pts)	Demonstrates very little or no insight or understanding of the article (0-15 pts)	Demonstrates little insight and understanding of the article (16-30 pts)	Demonstrates some insight and understanding of the article (31-45 pts)	Adequate and appropriate coverage of the topic, appropriate topic, level of thought, logic, and reasoning appropriate for an upper-level CJ student, appropriate references are included (46-60 pts)

In addition, read the grading criteria for the essays before submitting your assignments. If you need assistance with these assignments, please ask. I will be happy to read and comment on your early drafts (must be submitted at least 5 days before the due date). I cannot help you if I do not know that you need help.

Book Reaction Essay**0-100 points, for a total of 100 points**

Each student will produce an essay in reaction to the book A Child Called It by Dave Pelzer. This essay should reflect a careful consideration about what you think or feel about what you have read.

While you are reading, think about the following questions (these are merely suggestions; you do not have to answer each of these questions and you can choose to add to your paper anything not included in the questions below):

- How do you feel about what you are reading?
- Can you identify with the situation?
- How does what you are reading relate to the course content?
- Do you have something to add about the issue chosen?
- How do you evaluate the situation in general?

Requirements for essay:

- 3-4 pages in length; double-spaced; 12-pt. font
- Paragraph, narrative format – no lists
- Use of first-person in this assignment is acceptable
- Must be completed in Microsoft Word (.doc or .docx file extension) and submitted as an attachment in the Assignment section in Canvas for this course
- You must cite the book you are reacting to! Also, any additional sources must be cited correctly, according to APA formatting rules.
- No title page is necessary – put name, date, course number in a header on every page. Do not manually type this at the top of each page – use the formatting feature in Microsoft Word:
 - Click the Insert tab
 - Click Header
 - Select the first option
 - Type in your name and topic focus
 - Click Close Header
- Use formatting in Microsoft Word for double-spacing
- No quotations!
- **Proofread carefully: grammar, spelling, mechanics, and citations, will be part of your grade.**

In addition, read the grading criteria for the essays before submitting your assignments. If you need assistance with these assignments, please ask. I will be happy to read and comment on your early drafts (must be submitted at least 5 days before the due date). I cannot help you if I do not know that you need help.

Grading Matrix for Book Reaction Essay

Spelling, Grammar, & APA Rules (25 pts)	Numerous spelling, grammar, or APA citation/reference errors (0-6 pts)	Some spelling, grammar, or APA citation/reference list errors (7-13 pts)	Few spelling, grammar, or APA citation/reference list errors (14-20 pts)	No spelling, grammar, or APA citation/reference list errors (21-25 pts)
Structure of Paper (15 pts)	Inaccurately structures 3 of the areas (0-3 pts)	Inaccurately structures 2 of the areas (4-7 pts)	Inaccurately structures 1 of the areas (8-11 pts)	Accurately structures paper according to # of pages, header, font, and spacing (12-15 pts)
Content of Paper (60 pts)	Demonstrates very little or no insight or understanding of the article	Demonstrates little insight and understanding of the article	Demonstrates some insight and understanding of the article	Adequate and appropriate coverage of the topic, appropriate

	(0-15 pts)	(16-30 pts)	(31-45 pts)	topic, level of thought, logic, and reasoning appropriate for an upper-level CJ student, appropriate references are included (46-60 pts)
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INSTRUCTOR POLICIES

Late assignments:

Late assignments will be accepted up to one week after the due date. For each day the assignment is late, 10% of the total grade will be deducted from the assignment before it is graded. For example, if the assignment is worth 100 points and you turn it in two days late, you will start off with a grade of 80 *before* the assignment is graded.

Assignments turned in later than a week will not be graded.

Extra credit:

There is no extra credit built into the course. Any extra credit opportunities will be posted in Canvas. Generally, these will involve attending a presentation or lecture and writing a summary about the topic.

Extra credit opportunities are not guaranteed; do not expect them and do not ask for them.

Assignment submission:

All assignments must be submitted through Canvas. Assignments that are emailed or submitted in person will not be accepted.

All assignments must be in Microsoft Word format - make sure when you save a final draft of any assignment that it is either a .doc or .docx document. If you do not know how to do this, I suggest visiting the computer lab.

Discussion responses should be typed in the discussion board text box. Best practice would be to write everything in a Word document first, then copy and paste into the discussion box; save this work.

General Writing Assignment Grading Standards and Expectations:

Along with the guidelines stated above, the writing assignments assigned in this course will be assessed and graded by the following standards:

- C** A C indicates satisfactory performance. A C paper demonstrates positive qualities and avoids serious errors. The positive qualities include the presentation of a central idea that is adequately developed and competently organized. The errors to be avoided include serious flaws in the construction of paragraphs and sentences, in the selection of appropriate words, and in the use of conventional written English. The style of the writing is generally clear.
- B** A B paper surpasses the C paper by demonstrating a higher level of effectiveness in the organization, while sustaining clarity in expression. It has few or none of the common errors in the use of conventional written English. The style of the writing is generally fluent and polished.
- A** An A paper reflects outstanding work. Characteristics of an A paper include clarity of expression, logical development of a central idea, originality of thought. An “A” paper engages the reader’s attention and invites rereading. The writing style is consistently fluent, polished, and distinctive.
- D** A D indicates an unsatisfactory performance. A D paper is flawed by any one or several of the following: weakness in establishing or developing a central idea; serious errors in sentence or paragraph construction; serious errors in grammar, spelling, or the mechanics of written expression.
- F** An F indicates and unacceptable performance. An F paper is flawed by one or more of the following: failure to follow the assigned topic; failure to conceive, state, or develop a central idea; serious repeated errors in sentence construction or paragraph development; serious repeated errors in grammar, spelling, or the mechanics of written expression.

Also important...

Write to your **academic** audience. Stay objective in tone and use appropriate, professional language. Do not assume that the reader knows what you are writing about, what book you used, etc. Be clear and specific with your wording. Proofread for clarity and use the proper APA formatting for citing ALL sources.

- For help with APA formatting, refer to the following website:
<https://owl.english.purdue.edu/owl/resource/560/01/>
- On the left side of the page, you will see links for in-text citations and for reference lists. For every source used in a paper, you must have BOTH an in-text citation and a reference list entry. This goes for both quoted and paraphrased material.

Grading Criteria Rubric and Conversion:

Final course grades will be assessed on the following scale:

Assignment	Points	Percent of course grade
In-class exercises	125 (5x25)	17%
Quizzes	200 (4x50)	28%
Writing assignments	300 (3x100)	41%
Book reaction essay	100	14%
Total	725	

POINT SCALE	Percent	Letter Grade
649-725	89.5-100%	A
576-648	79.5-89.4%	B
504-575	69.5-79.4%	C
431-503	59.5-69.4%	D
0-430	59.4% and below	F

Course Calendar: Subject to revision, if necessary, during the semester. Chapters assigned for reading are from the course textbook (Bates & Swan, 2017). **Assignments are due by 11:59pm on the dates indicated in the course calendar.**

Class Date	Description	Reading/Assignments
Aug 30	Course introduction Syllabus review	
Sep 6	Juvenile delinquency in a diverse society	Chapter 1
Sep 13	The creation of delinquency	Chapter 2
Sep 20	No class	Writing Assignment 1 Due by Sep 24
Sep 27	Understanding delinquency	Chapter 3 Quiz 1 Due by Sep 29
Oct 4	Theories of delinquency	Chapters 4-6
Oct 11	Theories of delinquency	Chapters 4-6
Oct 18	Families in context	Chapter 7 Quiz 2 Due by Oct 20
Oct 25	Schools in context	Chapter 8 Writing Assignment 2

		Due by Oct 29
Nov 1	Peers and gangs in context	Chapter 9
Nov 8	Drugs in context	Chapter 10 Writing Assignment 3 Due by Nov 12
Nov 15	Why a separate juvenile justice system?	Chapter 11 Quiz 3 Due by Nov 17
Nov 22	No class	
Nov 29	Policing and the process of the juvenile court	Chapter 12 Book Reaction Essay Due by Dec 3
Dec 6	Juvenile corrections	Chapter 13
Dec 13	Preventative, rehabilitative, and restorative approaches to delinquency	Chapter 14 Quiz 4 Due by Dec 15

Important University Dates:

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes

September 1, Priority Deadline to Submit Graduation Application

September 4, Labor Day, CAMPUS CLOSED

September 5, Last day to drop 1st 8-week classes with no record

September 13, Last day to drop 16-week classes with no record

September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

October 6, Deadline to submit graduation

October 20, Last day to withdraw from the University (1st 8-week classes WF)

October 23, Add/Drop/Late Registration begins, 2nd 8-week classes

October 26, Add/Drop/Late Registration ends, 2nd 8-week classes

October 30, Last day to drop 2nd 8-week classes with no record

November 10, Veteran's Day

November 10, Last day to drop with a Q or withdraw with a W (16-week classes)

November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W

November 23-24, Thanksgiving, CAMPUS CLOSED

December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)

December 15, Last day to file for Degree Conferral (Registrar's Office)

December 15, Commencement (End of Fall Term)

December 25-January 1, WINTER BREAK

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy:

If you discover that you need to drop this class, you must complete a Drop Request https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity:

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations:

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access and Inclusion webpage <https://www.tamuct.edu/student-affairs/access-inclusion.html>

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or

parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>

Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines, please visit the website <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

Tutoring:

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center:

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via <https://tamuct.mywconline.com/>

In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library:

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website at <https://tamuct.libguides.com/>.

A Note about Sexual Violence at A&M-Central Texas:

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage <https://www.tamuct.edu/departments/compliance/titleix.php>

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911 Cellular <https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management> to change where you receive your alerts or to opt out. By staying enrolled in

911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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