



Juvenile Delinquency

Course Number: CRIJ 3300
 Semester: Fall 2018
 Instructor: Steven L. Walden, MCJ, JD

Course and Contact Information	
Class Time, Day, Location, and Duration:	100% online course. TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com] August 27-December 14
Office Hours:	By appointment for phone contact
Email:	Canvas Inbox
Preferred Mode of Communication:	Canvas Inbox

Course Overview: (3 credit hours): This 100% online 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

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 Requirements and Support

Technology Requirements

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT

e-mail address)

Password: Your MyCT password

Technology Support

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other 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

Please be aware that technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues with technology support or your internet service provider well in advance of deadlines. *Technology issues are not an excuse for missing a course requirement.* 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. 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 .
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Plagiarism	<p>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.purdue.edu/owl/research_and_citation/using_research/avoiding_plagiarism/is_it_plagiarism.html</p>
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Student-Instructor Interaction:

I check my Canvas messages daily, typically early morning or in the evening, and I will respond to student inquiries within 24 hours. I am a full-time employed attorney, so access to my personal computer is *very limited* during normal working hours. In addition, I am in court almost daily, and at times in different cities, so please understand that I cannot take calls during those times. The Canvas message system is the preferred form of communication for this class.

Important: Please do not use my TAMU-CT email for student/course communications, as I will not respond to those emails or messages. All student/course communications should be submitted through the Canvas Inbox. By keeping all of our student/course-related items in Canvas, there is a much less chance that I will misplace a student's work.

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. 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. 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 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:

- 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 course.

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 according to the course calendar. You are expected to be familiar enough with the readings to apply the material to class assignments and assessments.

Class Discussions

0-25 points, for a total of 350 points

There will be fourteen (14) class discussion assignments (one per chapter) throughout the semester. Each is worth up to 25 points each. Class discussions will be posted on Sundays of each week and due by Saturday of that week. *Please see the course calendar for the specific dates.* You will receive a Canvas announcement when the class discussion has been posted on Canvas. **Your good-faith responses to the class discussion question(s) must be submitted by the deadline to receive credit--no exceptions. Class discussions are for a completion grade.** Make sure that you check your TAMU-CT student email at least once a day, as Canvas announcements are sent to your University email. Class discussion assignments are located under the “Discussion” tab in the Canvas menu bar.

Quizzes

0-50 points, for a total of 400 points

There will be eight (8) 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. Quizzes may contain questions from the book, from other materials provided by the instructor, from class discussions, and from writing assignments. Quizzes are located under the “Quiz” tab in the Canvas menu bar.

Writing Assignments

0-200 points, for a total of 200 points

Students will be responsible for completing one (1) writing assignment. The student will choose from the topics provided by the Instructor, which are listed below under the section entitled, **“Writing Assignment Topics.”**

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

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- 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
 - 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.**
 - **The writing assignment will be submitted through the Canvas tab labeled “Assignments.”**
 - **Writing Assignment Due -11/25/18**

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?
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- 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?

Grading Matrix for Writing Assignment

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 assignment (0-15 pts)	Demonstrates little insight and understanding of the assignment (16-30 pts)	Demonstrates some insight and understanding of the assignment (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 essay before submitting your assignments. If you need assistance with these assignments, please remember that the University Writing Center is available.

The writing assignment will be submitted through the Canvas tab labeled “Assignments.”

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: <http://owl.english.purdue.edu/>, (click the APA Style Guide).
- 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
Weekly class discussions (14)	350 (14x25)	36.8%
Quizzes (8)	400 (8x50)	42.1%
Writing assignment (1)	200 (1x200)	21.1%
Total	950	100%

POINT SCALE	Percent (Rounding at 10ths)	Letter Grade
851-950	89.5-100%	A
756-850	79.5-89.4%	B
661-755	69.5-79.4%	C
566-660	59.5-69.4%	D
0-565	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.**

Week	Description	Readings/Assignments/Assessments
8/27-9/1	Read & review syllabus Verify Canvas access Notify instructor of any questions or concerns Class Introductions	Read the course syllabus Verify Canvas access and any IT issues Students are encouraged to introduce themselves in the Canvas Discussion tab Recommended start reading Chs. 1-2
9/2-9/8	Juvenile delinquency in a diverse society Class Discussion, Ch. 1	Chapter 1 Class Discussion Responses due by 9/8
9/9-9/15	The creation of delinquency Class Discussion, Ch. 2	Chapter 2 Class Discussion Responses due by 9/15
9/16-9/22	Understanding delinquency Class Discussion, Ch. 3 Quiz 1, Chs. 1-3	Chapter 3 Class Discussion Responses due by 9/22 Quiz 1, Chs. 1-3, due by 9/22
9/23-9/29	Theories of delinquency Class Discussion, Ch. 4	Chapter 4 Class Discussion Responses due by 9/29
9/30-10/6	Theories of delinquency Class Discussion, Ch. 5	Chapter 5 Class Discussion Responses due by 10/6
10/7-10/13	Theories of delinquency Class Discussion, Ch. 6 Quiz 2, Chs. 4-6	Chapter 6 Class Discussion Responses due by 10/13 Quiz 2, Chs. 4-6, due by 10/13
10/14-10/20	Families in context Class Discussion, Ch. 7	Chapter 7 Class Discussion Responses due by 10/20
10/21-10/27	Schools in context Class Discussion, Ch. 8 Quiz 3, Chs. 7-8	Chapter 8 Class Discussion Responses due by 10/27 Quiz 3, Chs. 7-8, due by 10/27
10/28-11/3	Peers and gangs in context Class Discussion, Ch. 9	Chapter 9 Class Discussion Responses due by 11/3

11/4-11/10	Drugs in context Class Discussion, Ch. 10 Quiz 4, Chs. 9-10	Chapter 10 Class Discussion Responses due by 11/10 Quiz 4, Chs. 9-10, due by 11/10
11/11-11/17	Why a separate juvenile justice system? Class Discussion, Ch. 11 Quiz 5, Ch. 11	Chapter 11 Class Discussion Responses due by 11/17 Quiz 5, Ch. 11, due by 11/17
11/18-11/24	No Assignments for this week Note: Deadline to submit the Writing Assignment	Writing Assignment Due -11/25
11/25-12/1	Policing and the process of the juvenile court Class Discussion, Ch. 12 Quiz 6, Ch. 12	Chapter 12 Class Discussion Responses due by 12/1 Quiz 6, Ch. 12, due by 12/1
12/2-12/8	Juvenile corrections Class Discussion, Ch. 13 Quiz 7, Ch. 13	Chapter 13 Class Discussion Responses due by 12/8 Quiz 7, Ch. 13, due by 12/8
12/9-12/14	Preventative, rehabilitative, and restorative approaches to delinquency Class Discussion, Ch. 14 Quiz 8, Ch. 14	Chapter 14 Class Discussion Responses due by 12/14 Quiz 8, Ch. 14, due by 12/14

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 Office 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 Office 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 & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring:

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu. Chat live with a tutor 24/7 for almost any subject from 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 40 subject areas. Access Tutor.com through Canvas.

The University Writing Center:

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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 UWC is here to help!

If you have any questions about the UWC, 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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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.

Copyright Notice:

Students should assume that all course material is copyrighted by the respective author. Reproduction of course material is prohibited without consent by the author and/or course

instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Important University Dates: (Please see the Course Calendar for dates related to this course)

FALL 2018

August 27, 2018	Add, Drop, and Late Registration Begins for 16- and First 8-Week Classes. \$25 fee assessed for late registrants.
August 27, 2018	Classes Begin for Fall Semester
August 29, 2018	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 3, 2018	Labor Day
September 4, 2018	Deadline to Drop First 8-Week Classes with No Record
September 12, 2018	Deadline to drop 16-Week Classes with No Record
October 1, 2018	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
October 5, 2018	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 5, 2018	Deadline for Graduation Application for Ceremony Participation
October 5, 2018	Student End of Course Survey Opens (First 8-Week Classes)
October 12, 2018	Deadline for Fall Admissions Applications
October 15, 2018	Deadline for Clinical Teaching Applications
October 19, 2018	Classes End for First 8-Week Session
October 19, 2018	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
October 19,	Deadline to Withdraw from University for First 8-Week Classes (WF)

2018	
October 22, 2018	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants
October 22, 2018	Classes Begin for Second 8-Week Session
October 22, 2018	Student End of Course Survey Closes (First 8-Week Classes)
October 23, 2018	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 24, 2018	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 29, 2018	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2018	Deadline for GRE/GMAT Scores to Office of Graduate Studies
November 9, 2018	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 12, 2018	Veterans Day (Observed) - No Class
November 16, 2018	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Fall Semester
November 22, 2018	Thanksgiving
November 23, 2018	Thanksgiving
November 30, 2018	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 1, 2018	Student End of Course Survey Opens (16- and Second 8-Week Classes)
December 14, 2018	Commencement Ceremony Bell County Expo Center 7:00 p.m.
December 14, 2018	Deadline for Applications for \$1,000 Tuition Rebate for Fall Graduation (5pm)
December 14, 2018	Deadline for Fall Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.

December 14, 2018	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 14, 2018	Fall Semester Ends
December 18, 2018	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
