



CJ 532 (01.W): Juvenile Delinquency

Spring 2024
1/16/2024 through 3/8/2024

Online

INSTRUCTOR INFORMATION

Instructor:	Mike Tapia, Ph.D.
Office Location:	Ferguson 231
Office Hours:	Tu/Th 3:30pm – 6:00pm
Via Zoom:	Tu/Th 4:00pm – 5pm https://tamuc.zoom.us/j/94601106241
Main Office Phone:	903-886-5332 (Messages Only)
Email Address:	michael.tapia@tamuc.edu
Preferred Form of Communication:	email
Communication Response Time:	Normally within 24-48 hours

COURSE INFORMATION

No Required Textbook: All Readings are found online
and posted in Weekly Discussion Areas on D2L.

RECOMMENDED Textbook 1: Regoli, Robert M., John D. Hewitt & Matt DeLisi (2021). *Delinquency in Society*, 11th Edition Burlington, MA, Jones & Bartlett,
or the 10th Edition (2017) by Boston: McGraw Hill (publisher).

RECOMMENDED Textbook 2: Elrod, P. and A. S. Ryder. 2015. *Juvenile Justice: A Social, Historical, and Legal Perspective*, 5th Edition, Sudbury, MA: Jones & Bartlett.

Course Description

This course begins with the history of childhood, adolescence, delinquency, and the U.S. juvenile justice system. We then cover theories on the causes of delinquency. Next we examine schools, the

family, drugs and alcohol, and street gangs as social contexts for delinquency. We conclude with an in-depth study of police, courts, corrections, and rule of law as applied to youth.

Student Learning Objectives & Outcomes

Students will: 1) explore, learn, and apply theories on juvenile crime and deviance 2) read and process classical and contemporary delinquency literature; 3) identify and evaluate the various social forces related to delinquency; 4) evaluate authors' contributions to the field of delinquency research 5) understand how youth are viewed and processed by the justice system; 6) evaluate the data and methods authors use to test delinquency theories 7) react to classmates' work 8) seek and summarize literature on topics of interest for your final project 9) design a research proposal to include in your final project.

COURSE REQUIREMENTS & GRADING

1. **Reading Summaries:** To facilitate class discussion, and to develop your skills in critically reviewing published research for your final project, you are required to summarize three (3) journal articles this term. A summary guide with bulleted points to address in these summaries is on D2L.

Articles are searched & located by students using the TAMUC Library Homepage or Google/Google Scholar online.

While the Juvenile Crime and Delinquency studies appear in all peer reviewed scientific / academic crime Journals: e.g. *Criminology*, *Crime & Delinquency*, *Journal of Criminal Justice*, *Justice Quarterly*, *Journal of Research in Crime and Delinquency*, *CJ and Behavior*, *Deviant Behavior*, etc.,

some journals specialize in youth issues. Several examples are: *Youth & Society*, *Youth Violence and Juvenile Justice*, *Adolescence*, *Journal of abnormal child psychology*, *Journal of Youth and Adolescence*, *Juvenile and Family Court Journal*, etc..

Students should browse these journals and select three (3) full-text articles to summarize. To access them, use the "One Search" feature of the TAMUC Library homepage at: <https://inside.tamuc.edu/library/index.php> and type in the journal title e.g. " *Youth Violence and Juvenile Justice*". This will prompt you to sign in with student credentials and it will take you to the journal link. While titles for 2023 are visible, these most current articles are not always available in full text. But 2022 and all years prior are typically fully available.

Alternatively, conduct searches "from scratch" or however you are used to searching for research literature on your own. The only requirement is that it results in relevant articles from peer reviewed scientific / academic crime Journals.

During the first week of class, as part of your participation grade, search and select three (3) readings from any of the journals listed above (or others, based on general searches), download them, and send .pdf copies to the professor with the full citations in an email for approval. He will schedule them for discussion on a weekly reading list, and post updates to D2L.

Summaries are due on Sunday evening before the week the reading is scheduled for discussion. Each summary is worth 7% of your course grade. See the *Summaries Assignment Handout on D2L for details*. Hit each bullet point on the summaries guidelines to earn a good grade.

2. **Presentation & Writeup:** To get you thinking critically about juvenile crime and delinquency, or issues in the juvenile justice system's processing of delinquent youth by police, courts, corrections, and any of their subcomponents, you'll develop an audio-narrated slideshow presentation via powerpoint. You will send it to me for uploading to D2L for the class to view and post comments on. During weeks 2 – 6 two students per week will make separate (individual) presentations on one or more juvenile-related topic(s) or theme(s) of their choice from course materials and/or outside sources. Browse the entirety of the syllabus, slides, journal articles & other readings, D2L links, online searches, and look to your prior CJ courses to get ideas for topics. The quality of your presentation & write-up accounts for 20% of your course grade. (See the *Presentations handout on D2L for details*).

3. **Class Participation via 'Discussions'** on D2L. This course is conducted as a seminar, where theories, concepts, issues, and ideas are presented then debated and developed. Therefore, weekly online discussions of the readings, student presentations, student summaries, and other materials is essential. Early in the week, I post a series of 'Discussions' in D2L for student comment. Your job is to comment with valuable insights **and provide files or internet links to relevant, outside material to support and supplement your comments**. Superficial comments like "good job", "I liked the reading", and purely opinionated comments are not credited. General notes about the quality of class participation in Discussions are posted periodically on D2L throughout the term. Discussion comments are graded on a scale of 0 - 1.25 each week for a total maximum of 10 points for the term. As such, the quality of your Class Participation constitutes 10% of your course grade.

4. **Term Project Drafts & Progress Updates:** At two points in the semester (**Sat. 2/3/24 and on Sun. 2/25/24**) I will gauge your progress on the final project, assign a grade ranging from 0 to 3, and provide feedback. For the first draft, include: 1) a general statement of the purpose of your work and how it is progressing to date; 2) key concepts in your topic 3) summaries of published research on the topic you've found so far 4) identify other key resources for examining the topic 5) problems that you have encountered, or expect to encounter, and 6) a works cited/references page. These write-ups are due on the dates listed above and the written feedback I provide throughout the term should be reflected in your final project. These progress updates and a final reflection on the process of writing the project constitute 9% of your final grade.

5. **Final Project: Term Paper or Grant Proposal:** Your primary assignment for the course is to develop a term paper or a grant proposal (7 – 8 pp., double-spaced plus cover/title page and References page(s)). In either case, you should provide a *critical literature review* on a juvenile topic using the information contained in the Presentation and Reading Summaries assignments that you complete. Do not format your literature review as an annotated bibliography, but rather as a well-integrated academic discussion that cites various works in a series of individual sections or paragraphs. Google the phrase "annotated bibliography" to understand its format and know to avoid it.

The term paper option should include a research design section with proposed data and methodology subsections. This is where you design a hypothetical study *detailing how you would conduct actual research on a juvenile topic by gathering & analyzing data*, given unlimited time and resources.

The grant proposal option should follow the guidelines laid out in a grant announcement or 'Request for Proposals' (RFP) document from the Dept. of Justice's (DoJ)'s Office of Juvenile Justice and

Delinquency Prevention (OJJDP). Search for these and select one to follow or pick one of the examples posted on D2L in the "Grant Proposal RFP" area.

A preliminary description of the paper idea or grant proposal (2 pages), plus a list of references collected to date is due on 2/03/24. A second, far more developed draft is due on 2/25/24. The final draft of your term paper or grant proposal accounts for 40% of your course grade.

For best results in the class as a whole, browse and read all material ahead of time. Try to make your reading summaries and presentation topic overlap as much as possible for use on your term paper (i.e. try to make all of your assignments have the same or a similar topic). This way, all of the information you process for class assignments is cumulative and they all contribute something to your final project.

Final Project Due on Thursday, March 7th

To summarize, course requirements are weighted as follows:

Journal Article Summaries	21%
Presentation & Writeup	20%
Participation in Weekly Discussions	10%
Final Project Progress Updates & Drafts	9%
Final Project	<u>40%</u>
TOTAL	100%

Final grades are determined as follows:

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

Minimal Technical Skills Needed:

1. Ability to use Microsoft Word
2. Ability to navigate the D2L Learning System
3. Ability to navigate TAMUC Library Resources to find journal articles/readings per the instructions above
4. Ability to navigate the internet to find journal articles/readings and items for discussion posts and term papers

Instructional Methods

This is a fully online graduate seminar delivered on the D2L/Brightspace Platform.

*****Student Responsibilities and Tips for Success in the Course*****

1. Read this syllabus and the links to assignment guidelines on D2L with great care and pay attention to their details. Mark assignment due dates and other important notes in your personal calendar. Revisit the syllabus periodically and ask questions if you have them.
2. The key to doing well in an online class is to thoroughly and carefully review all content on the D2L course page and revisit the syllabus periodically.
3. **The class is designed for you to use your assignments to build towards your final project**, so please start browsing for journal articles on juvenile crime & justice, view the powerpoint slides on D2L etc., and brainstorm ideas for your projects a.s.a.p. I am always willing to discuss your ideas and answer questions.
4. To fulfill summaries assignments, you must search for your own journal article readings based on your specific interests within the field of juvenile crime and justice and send a copy to the instructor for approval.
 - Use those handpicked readings to inform your Presentation and Final Project.
5. You should conduct internet searches to contribute high-quality (informative) entries to online Discussions. Link relevant articles and other information for the class to browse.
6. Avail yourself of resources at the TAMUC Writing Center for proofreading and advice: [TAMUC Writing Center](#). Show them Assignment guidelines for best results.
7. Do not plagiarize, do not use Artificial Intelligence applications like Chat GPT, or purchase term papers off of the internet to present as your own work. This never ends well for the student or the instructor, as undergoing the academic misconduct process with the university is not a pleasant experience, and it takes valuable time out of everyone's busy schedule. Please see the info on Academic Dishonesty / Integrity on p. 7 below.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Also have a backup method to avoid losing your work. This might include the use of a jumpdrive, Google Drive, etc.

COMMUNICATION AND SUPPORT

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor. His preferred method of contact is TAMUC email: michael.tapia@tamuc.edu, or via D2L's messaging program.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to

do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

Detailed Schedule (Subject to Minor Adjustments)

Week 1: *Course Orientation, Intros, Historical Foundations, Browse Theories/Topics*

<u>Date</u>	<u>Topics / Duties</u>
1/16: (Tues.)	<ul style="list-style-type: none">▪ Carefully read the Syllabus & browse all Course Materials on D2L▪ Post a brief Self Intro/Bio per the instructions on the professor's emailed intro notes. This comprises half of your Class Participation requirement for Week 1.▪ View this Recorded Library Workshop: "Finding Scholarly Peer reviewed articles on Your Research Topic": https://youtu.be/fjqx8-kiqr0?si=RJxC0ZEKccIXY3EL
1/17: (Wed.)	<ul style="list-style-type: none">▪ Search & Choose three (3) Articles to Summarize▪ Use TAMUC Online Library resources or Google Scholar to find a copy of your Articles▪ Send the Instructor a copy of each article you wish to Summarize and its full citation. This comprises the other half of your Week 1 Participation Points.
1/18 – 1/19: (Thurs - Fri.)	<ul style="list-style-type: none">▪ Review Slides on the History of Adolescence and Delinquency▪ Presenters 1 & 2: (James & Devon) begin brainstorming your project.▪ Presenters 1 & 2: Spend the weekend putting together your Presentation. <p>*****Feel free to email the instructor with ideas, questions, and issues to discuss.*****</p>
1/20 (Sat)	<ul style="list-style-type: none">▪ Browse the updated reading list and mark your calendar for summary due dates
1/21: (Sun.)	<ul style="list-style-type: none">▪ Presentations 1 & 2 due by 11:59 pm.▪ Those Summarizing Readings for Week 3 Discussion, review your selected Readings & The Summaries Guide

Week 2: Discussions over Presentations 1 and 2

<u>Date</u>	<u>Topics / Duties</u>
1/22: (Mon.)	<ul style="list-style-type: none">▪ Presentations 1 and 2 Posted for Class Discussion
1/23: (Tues.)	<ul style="list-style-type: none">▪ View Group Presentations▪ Link the content in Group Presentations to slides, readings, and internet research to inform your Week 2 Discussion comments.
1/24 – 1/27: (Wed.-Sat.)	<ul style="list-style-type: none">▪ If you haven't done so, continue to browse and select articles for Reading Summary Assignments (or change your selections to better fit your Presentation & Term Paper topic(s)).▪ Presenters 3 and 4 (Jada & Kaigan) Work on Projects▪ Article Summary writers: Draft your 2-page Reading Summary(ies) for posting and class Discussion in Week 3.▪ All: Review the Slides on Juvenile Crime Stats and Trends
1/28 (Sun.)	<ul style="list-style-type: none">▪ Week 2 Discussion Posts Due by 11:59pm.▪ Week 3 Article Summaries, Due by 11:59pm.▪ Presenters 1 and 2 Write-ups Due by 11:59pm.▪ Presentations 3 & 4 due by 11:59 pm.

Week 3: Discuss Presentations 3 & 4 and Week 3 Reading Summaries; Prelim. Term Project Statement / Ideas Due, Review Delinquency Theory Slides

1/29: (Mon.)	<ul style="list-style-type: none">▪ Week 3 Article Summaries Posted for Class Discussion▪ Presentations 3 and 4 Posted for Class Discussion▪ Review the Slides on Theory, Rational Choice, & Biological Perspectives on Crime
1/30: (Tues.)	<ul style="list-style-type: none">▪ Link the Presentations & Reading Summaries content to slides, readings, and internet research to inform your Week 3 Discussion comments.▪ Continue to select Articles for Summaries Assignments (or change selections to better fit your other projects).▪ Review Slides on Cultural Deviance, Strain, Control & Self Control Theories
1/31 – 2/2: (Wed. – Fri)	<ul style="list-style-type: none">▪ Library Workshop, 1pm Wed. 1/31: "Digital Research Tools and Techniques" (Highly recommended if possible) https://tamuc.zoom.us/j/95808055752?pwd=citMbVFOc2ZVUDY4MWO0SDhWZTV0Zz09 (password: 801037)▪ Work on 2-page preliminary term paper / grant proposal statement: See description on p. 3 above and on emailed guidelines in D2L▪ Presenters 5 and 6 (Shannon and Lisa) Work on Projects
2/3 (Sat)	<ul style="list-style-type: none">▪ 2-page prelim term paper / grant proposal draft due by 11:59pm (entire class).
2/4: (Sun.)	<ul style="list-style-type: none">▪ Presenters 3 & 4 Write-ups due by 11:59pm.▪ Week 3 Discussion Posts due by 11:59pm (entire class)▪ Week 4 Article Summaries Due by 11:59pm.▪ Presentations 5 & 6 due by 11:59 pm.

Week 4: Theories & Concepts Continued, Project 1st Draft Feedback, Discuss Presentations 5 & 6, and Week 4 Reading Summaries

- 2/5:
(Mon.)
- Review Slides on Labeling Theory
 - Browse Week 4 Readings
 - Presentations 5 and 6 Posted for Class Discussion
- 2/6:
(Tues.)
- Week 4 Article Summaries Posted for Class Discussion
 - Review Slides on Females and Delinquency
 - Library Workshop: 2pm: “**How to Start a Research Project**” (Highly recommended if possible)
<https://tamuc.zoom.us/j/99831079637?pwd=cXM1UXIsYnV4RjIMzbFc2UFpXRIN2QT09>
(password: 051439)
- 2/7:
- Review Graded Prelim Term Paper / Project Statement Feedback
 - Library Workshop: “Finding Scholarly Peer-Reviewed Articles on your Research Topics”
<https://youtu.be/fjqx8-kiqr0?si=RJxC0ZEKcclXY3EL>
- 2/8 – 2/9:
(Thurs. – Fri.)
- Review Slides on Juveniles and Violence
 - Presenters 7 and 8 (Alexis and Gillian) Work on Projects
- 2/10
(Sat)
- Review TX Juv. Justice Department (TJJD) Report & Slides on Youth Gangs
- *Instructor will travel on this day, with no email correspondence until late afternoon on Sunday 2/11.
- 2/11:
(Sun.)
- Week 4 Discussion Posts due by 11:59pm (entire class)
 - Week 5 Article Summaries Due by 11:59pm.
 - Presenters 5 & 6 Write-ups due by 11:59pm.
 - Presentations 7 & 8 due by 11:59 pm

Week 5: Concepts Continued, Discuss Presentations 7 & 8, Reading Summaries

- 2/12:
(Mon.)
- Browse Week 5 Readings
 - Presentations 7 and 8 Posted for Class Discussion
- 2/13:
(Tues.)
- Review Slides on Youth Substance Use and the Family & Delinquency
 - Week 5 Article Summaries Posted for Class Discussion
- 2/14 – 2/17:
(Wed. – Sat.)
- Begin Revising Term Paper / Final Project for 2nd Draft
 - View this Recorded Library Workshop: “Developing Your Research Question”
∴ <https://youtu.be/jkZ5sIFUPAk?feature=shared>
- 2/18:
(Sun.)
- Week 5 Discussion Posts due by 11:59pm (entire class)
 - Week 6 Article Summaries Due by 11:59pm.
 - Presenters 7 & 8 Write-ups due by 11:59pm.

Week 6: Concepts Continued, 2nd Draft of Final Project Due.

- 2/19:
(Mon.)
- Review Slides on Schools & Delinquency
 - Browse Week 6 Readings
- 2/20:
(Tues.)
- Week 6 Article Summaries Posted for Class Discussion
 - Review Slides on the Juvenile Justice System Overview

2/21 – 2/24: ▪ Review Graded Term Project 2nd Draft Feedback
(Wed. - Sat.) ▪ Review Slides on Police & Youth

2/25: ▪ Week 6 Discussion Posts due by 11:59pm
(Sun.) ▪ Week 7 Article Summaries Due by 11:59pm.
▪ 2nd Draft of Final Project Due by 11:59pm

Week 7: Concepts Continued, Week 7 Discussions, Final Project Refinement

2/26: ▪ Review Slides on Preadjudication
(Mon.) ▪ Browse Week 7 Readings

2/27: ▪ Week 7 Article Summaries Posted for Class Discussion
(Tues.) ▪ Review Slides on Juvenile Diversion

2/28: ▪ Review Graded Term Paper 2nd Draft & Feedback
(Wed.)

2/29 – 3/2 ▪ Revise Final Project Draft
(Thurs. – Sat.)

3/3: ▪ Week 7 Discussion Posts due by 11:59pm
(Sun.) ▪ Week 8 Article Summaries Due by 11:59pm.

Week 8: Final Readings & Concepts, Final Project Due.

3/4: ▪ Review Slides on Status Offenders
(Mon.) ▪ Browse Week 8 Readings

3/5: ▪ Week 8 Article Summaries Posted for Class Discussion
(Tues.) ▪ Review Slides on Juvenile System overview

3/6: ▪ Review Graded Term Paper 2nd Draft & Feedback
(Wed.)

3/7: ▪ Final Projects Due
(Thurs.)

3/8: ▪ Final “Exam” Due 11:59pm
(Fri.) ▪ Week 8 Discussion Posts Due by 11:59pm.

Final “Exam”: Due on or before Friday, Feb. 8th, 11:59pm.

The final “exam” is a brief reflection regarding 1) your final project and 2) the class as a whole. Also answer these additional Qs: 3) What did you learn from writing the paper, 4) any regrets, 5) different approaches you would’ve taken, 6) what would be the next steps in continuing on with your research?, 7) If your work schedule and location permitted it, gauge your interest in / preference for in taking in-person master’s level courses vs. the online program, and finally, 8) Did you access the MSAC program orientation page, CJ 500 prior to, or during this course, and if so, did it help you with your research and writing skills?

There is no page requirement for this reflection. It will constitute the last portion of your grade for the Term Paper Progress Updates. Each entry is worth 3 points total x 3 ~ 9 pts.