

Course Syllabus

Accelerated Undergraduate Studies | BA in Criminal Justice

SCJ4053 Restorative Justice and Victimology

3 Units

Spring 2026 | Quad 1

January 12 - March 8

Online

Meeting Days: Asynchronous

Meeting Times: N/A

Meeting Location: N/A

Final Exam: (Day/Time): N/A

Instructor: Alfonso Esquer

Email: aesquer@pointloma.edu

Phone: N/A

Office Location and Hours: Zoom by Request

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Criminal Justice Adult Degree Completion Purpose

The ADC – Criminal Justice program integrates specialized knowledge and skills with concepts of grace, restorative justice, and cultural competency which support the departmental mission to nurture servant scholars who critically evaluate social and cultural patterns and who constructively engage in society as agents of hope.

The ADC is designed to extend the PLNU mission to a new group of adult learners currently not served within the current traditional program. The focus will be on providing higher education in the context of a Christian worldview where minds are engaged and challenged and service in the criminal justice profession becomes an expression of faith. The curriculum works to enrich career opportunities through the integration of a focused educational program, a faith perspective, and a professional life.

Institutional Learning Outcomes (ILO)

1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, In a Christ-Centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. **Serving, In a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

Program Learning Outcomes (PLO)

The Point Loma Nazarene University Bachelor of Arts-Criminal Justice (ADC) graduate is prepared for expanded roles within his or her organization through enhanced abilities to:

1. Demonstrate ability to apply theoretical and legal foundations of criminal justice. (ILO1)
2. Demonstrate knowledge of each of the components of the criminal justice system: the historical background, structure, function, and purpose. (ILO1)
3. Integrate and apply understanding of the social realities, discrimination, and conflicts in the criminal justice system resulting from racial, socio-economic, and cultural inequities. (ILO2)

4. Apply foundational skills, demonstrate core competencies (such as ethical and professional behavior and critical thinking) in a professional internship setting. (ILO3)
 5. Demonstrate written and oral communication skills needed to effectively engage in a career in criminal justice. (ILO1)
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Course Description

This course will provide a critical introduction to the fundamental principles and practices of restorative justice. The course will explore how the basic principles can be translated into both daily practice and within our education and justice system. Students will discuss the benefits of restorative justice to all its stakeholders - the Person Harmed, the Person Responsible, and the Community - and will analyze the impact of this approach as it compares to the traditional justice system. The course will also build an understanding of social factors (demographic, health, cultural, economic, and community context). Students will explore restorative justice from a biblical lens and examine the areas in which scripture advocates for and promotes a restorative way of being.

Students in the course will gradually build their theoretical knowledge and practical application, culminating in the ability to hold a restorative justice conference. These skills will not only provide students with additional tools to use in their professional setting but will also prepare students with the skills to attain an internship in the field of restorative justice should they choose to.

Course Learning Outcomes (CLO)

The following student learning outcomes will be achieved by this course:

Explore the difference between retributive and restorative justice in theory and practice.

1. Explore the difference between retributive and restorative justice in theory and practice. ^{PLO 1}
2. Examine how a restorative approach to justice might serve the victim, offender, and the community. ^{PLO 2}
3. Explore the spiritual/Biblical roots of restorative justice and contrast legalism and retributive justice with mercy and grace derived from biblical historical context ^{PLO 1}
4. Examine models of restorative justice ^{PLO 1}

5. Describe the demographic, health, cultural, economic and community context related to a specific victim group or community. ^{PLO 3}
 6. Analyze the relationship between one or more factors contributing to a pattern of crime and a victim group. ^{PLO 1}
 7. Explore the social realities, discrimination, and conflicts in the criminal justice system that might hinder crime reduction and /or community healing. ^{PLO 3}
 8. Describe legal remedies and social actions that promote crime reduction and /or community healing (law, advocacy, restitution, etc.) ^{PLO 2}
 9. Apply critical thinking to an ethical dilemma posed by social constructs or law (such as inequities of the system or the concept of a 'victimless' crime). ^{PLO 4}
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Required Texts and Recommended Study Resources

There is no textbook required for this course. All reading materials will be provided using virtual resources embedded into the curriculum.

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Required Reading	21
Online Discussions	33
Assignments	47
Final Project	12
Total Hours	113

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

Assignment Category	Description	Percentage of Total C
Discussions	Every week, students will participate in online discussions with classmates, which are related to the week's reading and content. These discussions replace the interactive dialogue that occurs in the traditional classroom setting.	30%
Assignments	There are written assignments and activities in every week of the course. These assignments must reflect	40%

	college-level writing and critical thinking and include synthesizing reading and analyzing fact patterns (scenarios).	
Final Project	By the end of this eight-week course, you will learn the foundational principles of restorative justice and the connection to biblical principles through scripture. Your final project will consist of two parts: a paper and a presentation	30%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 - 79% = C+
- 73 - 76% = C
- 70 - 72% = C-
- 67 - 69% = D+
- 63 - 66% = D
- 60 - 62% = D-
- 59% or lower = F

Student grades will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the feedback provided in the gradebook as these comments are intended to help students improve their work. Final grades will be posted within ten days of the end of the class. Multiple measures of evaluation are used in the course, allowing students opportunities to demonstrate their learning in more than one way, and giving consideration to individual learning styles. Final grades will be posted within two weeks after the end of the class. Grades will be based on the following guidelines:

Incompletes and Late Assignments

All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late, and assignments will **not be** accepted for credit four days after the due date. If missing assignments result in the failure to meet learning outcomes, you may receive a letter grade reduction on the final grade in addition to the loss of points for missing work. Assignments will be considered late if posted after the due date and time using Pacific Standard Time. No assignments will be accepted after midnight on Sunday night, the last day of class.

Exceptions for extenuating circumstances must be pre-approved by the instructor and the program director.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU.

In addition, on the MV campus, there is a prayer chapel on the third floor, which is open for use as a space set apart for quiet reflection and prayer.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside

California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside of California.

PLNU Copyright Policy

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PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Adult Undergraduate Academic and General Policies](#) [Links to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: “In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work.”

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student’s eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student’s approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through

the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [PLNU's Nondiscrimination webpage](#).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the [Title IX Office](#). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) [Links to an external site.](#) for additional details.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. **Online Courses:** These are courses with class meetings where all instruction and interaction are fully online.
 1. **Synchronous Courses:** At least one class meeting takes place at a designated time.
 2. **Asynchronous Courses:** All class meetings are asynchronous.
 2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **[The GPS Writing Center](#) offers:**
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach

- **Microlearning YouTube Video Library** for helpful tips anytime
- [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- **Grammarly:** Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring:** Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Course Summary

Date	Details
Mon Jan 12, 2026	Discussion Topic WK1 Intro Discussion
Tue Jan 13, 2026	Quiz Complete the Academic Honesty Verification Statement
Wed Jan 14, 2026	Assignment WK1 Class Agenda
Wed Jan 14, 2026	Discussion Topic WK1 Video Discussion: Restorative Justice, Why Do We Need It?

Course Summary

Date	Details
Sun Jan 18, 2026	Assignment WK1 Reading Outline Journal
Tue Jan 20, 2026	Assignment WK2 Class Agenda
Wed Jan 21, 2026	Discussion Topic WK2 Discussion: Compass of Shame
	Discussion Topic WK2 Video Discussion: Retributive vs. Restorative
Sun Jan 25, 2026	Assignment WK2 Assignment: The Lie Detector Test
	Assignment WK2 Reading Outline Journal
Tue Jan 27, 2026	Assignment WK3 Class Agenda
Wed Jan 28, 2026	Discussion Topic WK3 Discussion: A Restorative Justice Encounter Meeting
	Assignment WK3 Padlet Discussion: Three Core Elements of Restorative Justice
Sun Feb 1, 2026	Assignment WK3 Assignment: Restorative Processes
	Assignment WK3 Reading Outline Journal
Tue Feb 3, 2026	Assignment WK4 Class Agenda

Course Summary

Date

Details

Wed Feb 4, 2026 Discussion Topic [WK4 | Discussion: Restorative Circles](#)

Discussion Topic [WK4 | Discussion: Step Inside the Circle](#)

Sun Feb 8, 2026 Assignment [WK4 | Final Project Planning: 1st Rough Draft](#)

Tue Feb 10, 2026 Assignment [WK5 | Class Agenda](#)

Wed Feb 11, 2026 Discussion Topic [WK5 | Discussion: Mass Incarceration Misconceptions](#)

Discussion Topic [WK5 | Discussion: The Neuroscience of Restorative Justice](#)

Sun Feb 15, 2026 Assignment [WK5 | Assignment: Mass Incarceration](#)

Assignment [WK5 | The Perpetual Cycle of Punishment: Understanding Recidivism](#)

Tue Feb 17, 2026 Assignment [WK6 | Class Agenda](#)

Wed Feb 18, 2026 Discussion Topic [WK6 | Discussion: Factors Linked to Juvenile Delinquency Among Forced Migrant Children](#)

Discussion Topic [WK6 | Discussion: Understanding Youth and Juvenile Delinquency](#)

Course Summary

Date	Details
Sun Feb 22, 2026	Assignment WK6 Assignment: Cycle of Intergenerational Criminal Behavior
Tue Feb 24, 2026	Assignment WK7 Class Agenda
Wed Feb 25, 2026	Discussion Topic WK7 Discussion: Identity
	Discussion Topic WK7 Discussion: Race, Privilege, and Power: A Critical Examination
Sun Mar 1, 2026	Assignment WK7 Assignment: Race and Implicit Bias
Tue Mar 3, 2026	Assignment WK8 Class Agenda
Wed Mar 4, 2026	Discussion Topic WK8 Discussion: How We Treat People
Sat Mar 7, 2026	Discussion Topic WK8 Discussion: Final Project Presentation: Part 2 Upload & Discussion
	Assignment Course Evaluation
Sun Mar 8, 2026	Assignment WK8 Final Project: Part 1
	Assignment WK8 Final Project: Part 2