

SYLLABUS

JUVENILE DELINQUENCY- JS/SOC 320

SPRING 2022

Instructor: Angela Wartel

Office Hours: Tuesdays and Thursdays 11:00-1:15 or by appointment

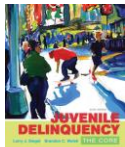
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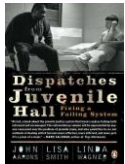
Email: arwartel@lcsc.edu

Preferred Method of Contact: I can be reached via email through Canvas by clicking the email link on the left of the course page. Please send emails through Canvas or to arwartel@lcsc.edu. Allow at least 24 hours for a response during the week and 48 hours during the weekend.

Required Texts



Siegel, L, & Welsh, B (2016). *Juvenile Delinquency: The Core. 6th.* Belmont: Thomson Wadsworth. ISBN: 978-1305577411



Aarons, J, Smith, L, & Wagner, L. (2009). *Dispatches from Juvenile Hall: Fixing a Failing System.* Penguin (Non-Classics). ISBN: 9780143116226

Course Overview

JS/SOC 320 is offered entirely online through Canvas. This course is designed to study juvenile delinquency within the United States. The theories of causation, prevention, control, and treatment of delinquency will be analyzed. This course will provide a detailed overview of the juvenile justice system (from inception to the present). Included in this survey are modes of treatment, methods of diverting juveniles, as well as discussion on juvenile courts and sentencing options and trends.

Course Objectives

By focusing on the areas above, it is anticipated that by the end of this course, students will:

- Demonstrate an understanding of the juvenile justice system, prevailing theories, and juvenile offenders.
- Discuss the nature and extent of deviant behavior in juveniles.
- Develop critical thinking skills and a deeper understanding of the studies of human and societal behavior.
- Obtain familiarity with the juvenile justice system and how juveniles relate to themselves and others.
- Obtain familiarity with research conducted in this field.
- Critically evaluate the juvenile justice system and programs for youth offenders.

Course Technology: This course has a web presence on Canvas. If you have any problems accessing the site, please notify IT (208-792- 2231) as soon as possible. The Canvas site will have a copy of the syllabus and schedule, weekly modules, assignments, a section for your grades, and a link to email me. You must log in to this site at least twice a week.

Email: You are expected to check your LCMAIL regularly. Important course information (such as assignments and course changes) may be sent through email.

Technological Requirements: You must have a reliable internet connection.

Participation: Online courses are not self-paced. They require active participation. If you cannot participate at least two times per week, your grade will suffer. Your active participation is a necessary and integral part of the course. It is vital that you complete the readings and assignments to succeed. Due dates are not suggested dates for assignments. Plan your work accordingly. Do not wait until the last minute to complete your coursework. It creates unnecessary stress and can impact the quality of your work. You CAN work ahead in this course, but do not get behind!

COURSE REQUIREMENTS

Syllabus Quiz (10 points): The syllabus quiz is a short quiz that must be completed by all students entering the course. This quiz will cover basic information from the syllabus. There is no time limit for the quiz, and it can be retaken one time.

Introduction Post (8 points): Write a paragraph or two introducing yourself to the discussion forum. Some ideas to include - your year in college, major, hobbies, future goals, hometown, family, pets, jobs, or anything else you are comfortable sharing. Include a photograph of you or something important to you (pets, hobbies, favorite place, etc.). If you post a picture with another person, make sure you have permission to do so.

Discussion Posts (7 @ 21 points each): Seven discussion forums will cover this semester's assigned course readings. You must submit one original detailed post (due two days before replies) and two responses to others by the discussion due date. Your discussion posts should be written in proper English. Avoid "text-speak." Fifteen points (of the overall 21) will be allotted for your post answering the discussion questions. The other six points will go towards your two replies (3 points each).

Discussion Guidelines

- Thoroughly answer all discussion questions in one forum posting. Do not start a new thread for each question presented.
- Do not assume that others have the same knowledge or experiences that you do. Provide a brief context to your postings.
- Do not attach documents or photographs to the discussion forum (except for your introduction post photo). Attachments will not be graded.
- All posts are expected to be respectful and friendly.

Original Post Grading will be based on:

- The level of knowledge and understanding demonstrated towards the course readings and discussion prompts. Postings should be thoughtful and analyze the content and questions asked. Answers must be organized and easy to read.
- Depth: Evidence of college-level thinking that displays critical thinking and analytical ability.
- Detail: There should be no doubt that you have read the assigned readings and viewed all required course material. *Cite relevant passages from the text and other course material in your original post.* When citing sources, the correct format must be used (MLA or APA), both in-text and out.
- Originality: Students should answer the material in their own words, adding their thoughts and ideas to the concepts discussed. Original posts cannot be a direct copy of the views or opinions of other students. This is academic dishonesty and will result in an "F."

Discussion Response Grading

- Responses should be respectful, courteous, and polite. Inappropriate postings (those that attack or are aggressive to another) are unacceptable and will result in an "F" for that discussion.

- Responses should demonstrate knowledge and understanding of the readings. Provide supporting statements with examples or experiences.
- Responses must help to continue the conversation by asking a relevant question, bringing in new information, or relating the post to another phenomenon.
- Only posts that demonstrate excellence in continuing the conversation and providing detail will be given full credit. One or two sentence replies are unacceptable and will not be considered for grading. Aim for two paragraphs each!

Check the discussions often. You are not required to post a response to every student, but you should take the time to read all the postings from classmates. The free exchange of ideas (within the assignment confines) will help you get more out of the course.

Discussions close at 11:59 PM on the due date indicated on the schedule. Discussion grades will be available in the grade section within one week of the due date.

Quizzes (4@ 25 points each): Four quizzes will be conducted covering the required *Dispatches from a Juvenile Hall* readings. The quizzes will require you to analyze the text critically. Read the material before starting the quiz! Students will have no time limit, but each quiz must be submitted by the deadline to avoid late penalties. Quiz grades will be available in the “Grades” section within one week of the due date.

Chapter Reviews (7 @ 25 points each): Seven chapter reviews will be conducted online. Students will have a two-hour (120 min) time limit. These reviews may contain true/false, multiple-choice, matching, and essay questions. Although you may use your textbook, try to avoid doing so because you will run out of time. To be successful, you must know the concepts and ideas from the course before starting the review. Each review must be completed (submitted) before the ending date/time indicated on the schedule, or it will be auto-submitted, and you will receive a grade based on the number of questions answered. Do not put off the reviews until the last minute.

Reviews in this course require the use of Respondus LockDown Browser. The software is located at the Respondus site (link available in Canvas). Download and install this program as soon as possible. More information about this program can be found in the course modules.

Note- working with another student or individual on exams constitutes cheating. If discovered, both individuals will receive an F in the course and be referred to the appropriate LCSC authorities for further action.

With the exception of essay questions, exams will grade instantly once submitted. For your reference, the correct answers will be displayed one week after the review due date.

Letter to a Juvenile (35 points): You will write a letter to one of the following fictitious individuals:

- A child that has been abused, neglected, or abandoned by their parents or other caregivers. The child is currently acting out in foster care.
- A child that is being severely bullied and has given up hope.
- A juvenile currently housed in a juvenile correction center for a non-violent crime far from family support.

This assignment will require you to consider the material from both required course texts. Specific details can be found in the assignment section of the course.

Reflection Paper (25 points): At the end of the course, students will write a three-page debriefing paper summarizing their experiences in the class. Guidelines will be available in the assignment section of the course.

COURSE GRADING BREAKDOWN AND POINT VALUES

Assignments	Point Value	Letter Grade	Point Range
Reading Quizzes (4 @ 25)	100 points	A (93-100)	465-500
Discussions (7 @ 21)	147 points	A- (90-92)	450-464
Syllabus Quiz & Introduction Post	18 points	B+ (87-89)	435-449
Chapter Reviews (7 @25)	175 points	B (83-86)	415-434
Letter to a Juvenile	35 points	B- (80-82)	400-434
Reflection Paper	25 points	C+ (77-79)	385-399
Total	500 points	C (73-76)	365-384
		C-(70-72)	350-364
		D+ (67-69)	335-349
		D (60-66)	300-334
		F (59 and below)	299 and below

I do not curve grades. Every point counts!

COURSE POLICIES

Late Work and Incompletes: Late work will receive a 5% grade deduction per day for up to one week after the due date. Work submitted after one week will not be accepted and will receive a zero. If an emergency arises that prevents you from completing your work on time, email as soon as possible to make arrangements. Emergencies are defined as anything serious and unexpected. Examples of emergencies are car accidents, a serious health crisis of the student or in the student's immediate family, etc. Examples of non-emergencies are weddings, vacations, or any other event which can be planned around. *The last day for any late work in the course is Dec 1.*

Students are expected to complete all work in a timely fashion. Incompletes are granted at the instructor's discretion after completing at least 80% of all coursework (D+ or higher). Incompletes are reserved only for documented catastrophic or extenuating circumstances. The instructor reserves the right to set the course completion deadline, which may be at any time before the end of the following semester. Incompletes revert to an F if the work is not completed by the expiration deadline.

Course Etiquette: This course will bring together students from diverse backgrounds. We are working together to develop an inclusive and respectful community for all students. The goal of inclusiveness encourages and appreciates expressions of different views so that conversations can turn into the opportunity for intellectual and personal growth. We will be discussing controversial topics, which will challenge you to analyze your own views and the views of others. In keeping with this goal, hate speech, racist, sexist, homophobic, or other discriminatory language and behavior will not be tolerated. It is okay to disagree, but it must be done civilly. Mutual respect, civility, and recognizing others' views are crucial to critical thinking. Active, thoughtful, and respectful participation will make this course productive and engaging.

Flexibility Clause: The instructor reserves the right to modify the course requirements and other related policies as circumstances dictate and with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the college—or the community at large—may experience an emergency that requires changing the class schedule or requirements. I do not expect to invoke this clause, but you will be notified as soon as possible if I do. Any change will also be posted to Canvas.

Keep up to date on the [LCSC Social Sciences Division](#) and
the [LCSC Justice Studies Club](#)

Topical Outline

Week One	Introduction to the Course and Childhood and Delinquency
Week Two	The Nature and Extent of Delinquency
Week Three	Individual Views of Delinquency
Week Four	Sociological Views of Delinquency
Week Five	Development Views of Delinquency
Week Six	Gender and Delinquency
Week Seven	The Family and Delinquency
Week Eight	Peers and Delinquency
Week Nine	Schools and Delinquency
Week Ten	Drug Use and Delinquency
Week Eleven	Delinquency Prevention and Juvenile Justice Today
Week Twelve	Police Work with Juveniles
Week Thirteen	Juvenile Court Process: Pretrial, Trial, and Sentencing
Week Fourteen	Fall Break
Week Fifteen and Sixteen	Juvenile Corrections: Probation, Community Treatment, and Institutionalization