

SYLLABUS

JUVENILE DELINQUENCY- JS/SOC 320

SPRING 2023

INSTRUCTOR CONTACT INFORMATION

INSTRUCTOR: Angela Wartel

OFFICE: SPH 304

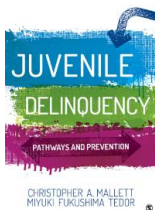
OFFICE HOURS: *Tuesdays and Thursdays
from 12:00-2:00 or by appointment*

EMAIL: arwartel@lcsc.edu

TELEPHONE: 208-792-2851

Please send emails through Canvas or to arwartel@lcsc.edu. I check both regularly. Allow at least 24 hours for a response during the week and 48 hours during the weekend.

REQUIRED TEXT



Mallett, C.A., & Tedor, M.F. (2018). *Juvenile Delinquency: Pathways and Prevention*. SAGE Publications. ISBN: 978-1506361024

COURSE OVERVIEW

This course focuses on the functioning and process of the juvenile justice system and explores the historical foundations and contemporary juvenile justice system. We will assess how juvenile crime is measured, examine various theories of delinquency, and identify pathways and risk factors of delinquency. Finally, we will review potential solutions to delinquency, weigh the costs and benefits of these various actions, and discuss how to rehabilitate both low-level and serious and chronic youthful offenders.

COURSE OBJECTIVES

Upon successful completion of this course, you will be able to:

- Describe and apply key operational terms and concepts of the juvenile justice courts and the juvenile justice process.
- Identify how the history of juvenile justice in the United States has been a series of distinct stages.
- Describe how the data on juvenile crime and victimization are collected and identify its strengths and limitations in discerning an accurate profile of youthful offending.
- Understand the theoretical issues and differences used in explaining crime and delinquency.
- Describe the common risk factors that increase a youth's likelihood of delinquency and becoming involved with the juvenile court.
- Evaluate the effectiveness of preventative programming for key delinquency risks and the desired outcomes.

- Identify the core principles of effective delinquency prevention for youthful offenders.

COURSE TECHNOLOGY

This course has a web presence on Canvas. To access Canvas, go to lcsc.instructure.com. Your username should be the first part of your LCSC email (usually your first and middle initial, followed by your last name). If you have any problems accessing the site, please notify IT (208-792- 2231) as soon as possible.

The course site will have a copy of the syllabus and schedule, course notes and assignments, and a section for your grades. 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 schedule changes and assignments) may be sent by email.

TECHNOLOGICAL REQUIREMENTS: You must have a reliable internet connection.

CLASS FORMAT

This course is conducted entirely online and requires active weekly participation. Online courses are not self-paced. Your participation is a necessary and integral part of the course. It is vital that you complete the readings and the required work to be successful. Due dates are not suggested dates for assignments. Plan your work accordingly. Be sure to complete your coursework before the last minute. It creates unnecessary stress and can impact the quality of your work.

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; it can be retaken once.

INTRODUCTION POST (10 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.

UNIT DISCUSSIONS (4 @ 75 points each)

This semester, there are four discussion forums covering the assigned course readings. You are required to submit one original detailed post responding to my questions and post three replies to others. Your discussion posts should be written in proper English. Avoid "text-speak." Sixty points (of the overall 75) will be allotted for your post answering the discussion questions. The other fifteen points will go toward your three replies (5 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). Attachments will not be graded.

Original Post Grading will be based on the following:

- 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 in the body of your original post. When citing sources, the correct format must be used (MLA or APA).
- 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 others. Academic dishonesty will result in an "F."

DISCUSSION RESPONSE GRADING

- Responses should be respectful, courteous, and polite.
- Responses should demonstrate knowledge and understanding of the readings. Provide supporting statements with examples or experiences to support your replies.
- 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 demonstrating 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. Responses should be at least two full paragraphs.

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.

CHAPTER REVIEWS (14 @45 points each)

Fourteen chapter reviews covering the assigned readings are required this semester. Students will have two hours (120 minutes) to complete each review, which may contain true/false, multiple-choice, matching, and essay questions.

Reviews in this course require the use of the 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, reviews will grade instantly once submitted. For your reference, the correct answers will be displayed one week after the due date.

LETTER TO A JUVENILE (50 points)

You will write a letter to one of the following fictitious individuals:

- A child who 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 all course material. Specific details can be found in the assignment section of the course.

COURSE GRADING BREAKDOWN AND POINT VALUES

Assignments	Point Value	Letter Grade	Point Range
Discussions (4 @ 75)	300 points	A (93-100)	930-1000
Syllabus Quiz & Introduction Post	20 points	A- (90-92)	900-929
Chapter Reviews (14 @45)	630 points	B+ (87-89)	870-899
Letter to a Juvenile	50 points	B (83-86)	830-876
Total	1000 points	B- (80-82)	800-829
I DO NOT CURVE GRADES. EVERY POINT COUNTS!		C+ (77-79)	770-799
		C (73-76)	730-769
		C-(70-72)	700-729
		D+ (67-69)	670-699
		D (60-66)	600-669
		F (59 and below)	599 and below

COURSE POLICIES AND SYLLABI ADDENDUM

Late Work and Incompletes

Discussions and Chapter Reviews will receive a 30% grade deduction 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 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 the student's immediate family, etc. Examples of non-emergencies are weddings, vacations, or any other event which can be planned around.

Students are expected to complete all work in a timely fashion. Incompletes are granted at the instructor's discretion after at least 80% of all coursework is finished successfully (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 become an opportunity for intellectual and personal growth. We will be discussing controversial topics, which will challenge you to analyze your opinions 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, with sufficient notification to all students. Even the professor can have an unanticipated emergency, and the college—or the community—may experience an emergency requiring 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

Topics to be covered in the course include:

- The Functioning of the Juvenile Justice System
- The History of Juvenile Justice and Today's Juvenile Courts
- The Measurement of Juvenile Crime
- Classical, Biological, and Psychological Theories of Crime
- Modern Sociological Theories of Crime
- Delinquency Risks, Disproportionate Impact
- Punitive Juvenile Justice Policies
- School Violence, Zero Tolerance, and School Exclusion
- Trauma and Delinquency
- Mental Health Difficulties, Special Education Disabilities, and Delinquency

- Evidence-based Delinquency Risk Prevention
- School Safety and Inclusion Policies
- Rehabilitation of Low-Level Youthful Offenders
- Rehabilitation of Serious and Chronic Youthful Offenders