

CJS 202 Juvenile Delinquency

Fall, 2014

D-107

Monday 6:30-9:15 PM

Mark D. Irons, MS Instructor

Phone: (860)917-5905

E-mail: ironsmarkd@gmail.com

Office hours: Any day after class or at another mutually agreed upon date and time

Objectives: By the end of this course, you will:

1. Understand and articulate the impact of the history and philosophy on the American Juvenile Justice System.
2. Comprehend the structure, process and function of the modern Juvenile Justice System.
3. Recognize, understand, evaluate and articulate theories of deviance from intra and interdisciplinary perspectives
4. Explore services to children and youth as well as career opportunities in the Juvenile Justice System.

Reading Materials:

Text: Fuller, J. (2013). Juvenile Delinquency: Mainstream and Crosscurrents. Oxford University Press. New York.

*Supplementary readings and materials will also be assigned and provided by the instructor.

Grading: Your grade in this class will depend on your performance in several areas.

Examinations: 9/29, 10/20, & 11/24 **30%**

Research Paper: 11/4 **20%**

Produce an academic paper on a specified topic within the juvenile justice field. The topic will be of your choice from a list provided by the instructor. Research the topic via multiple sources being certain to not limit the research to electronic sources only. The paper should include an introductory section, research findings, and a conclusion. Within the conclusion, the writer should provide an opinion as it relates to the contemporary Juvenile Justice.

Do not exceed three pages. Be certain to include internal citations and a work study page using APA format. You will receive information on this format in class or it can be accessed via the library or the college's writing center web site.

On the due date, the student must present to the class on their selected topic for three minutes and be prepared to field questions from peers and the instructor. The final grade will be in consideration of the presentation as well as the written material.

Academic Honesty: If you plagiarize in any of your paper, you will receive a zero for the paper, period.

Mock Case Participation: 11/17 **10%**

All students are required to participate during the class exercise replicating a juvenile hearing. Students will be assigned roles and must provide both oral and written responses for the assignment.

Course Policies and Expectations:

Service Learning: 12/8 **10%**

Students are required to work a minimum of nine (9) hours in the community in an agency where children or youth are present.

Portfolio: 12/8**20%**

Divide a three ring binder into three (3) parts: World Wide Web Research, Service Learning, and Course Competencies.

Research:

3 sites relevant to the history of the Court

3 sites relevant to the understanding of service learning and the value of community service

3 sites relevant to research in the causes of delinquency

3 sites relevant to the Juvenile Justice System and the consequences of juvenile deviance on the offender

To meet this requirement, the student must provide within the portfolio a copy of the home page for each of the above categories.

10 Newspaper or Periodical Articles on juvenile justice related topics collected during the semester. Please do not wait to the end of the semester for this task because it can be daunting.

Service Learning Section must include all paperwork related to your site including contract and of service completion documentation. Journal your experience-

Describe the site and your site supervisor's position at the site?

What is the relationship of this site to your course work? (Please relevant course material in your response to this question)

What was the experience like in terms of your personality, the system, the effect on the client, etc? (Give me a sense of your own personal experience)

Course Competencies Section must document how effectively you believe you met the course competencies of CJS 202 as described in this syllabus. For each competency, identify what activities you successfully completed to ensure that you are able to pass that section of the course. Examples: I received a grade of __ on a certain test, I engaged the speaker in class on this __ topic, or I learned ____ concept when I worked on my research paper. Tell the instructor what grade you believe you should receive for the course and why based on your ability to articulate accomplishment of each component of the competency.

Attendance & Participation:**10%**

Attendance as well as preparation and participation during class discussions will be evaluated by the instructor over the semester period. The relevance and insight of the contributions will be taken into consideration. Students may request feedback from the instructor during the course.

Course Policies and Expectations:

In the event of a missed assignment or test, it is the student's obligation to contact the instructor to ascertain any possible remedies to the missing requirement prior to the next class meeting or forfeit any opportunity for credit recovery.

All papers/projects must be submitted on the due date and be with an academic font, double spaced and within APA format. Proofread: All Papers will be graded for content, quality of academic writing to include spelling, punctuation, and sentence structure, as well as format to include spacing, and proper margins.

Students are expected to attend all class functions or complete alternative assignments as indicated in the syllabus. Students are required to participate in discussions and activities. Participation enhances the learning experience and allows students and instructors the opportunity to learn from each other.

Students are reminded that classroom demeanor is a vital part of participation. Students should behave professionally at all times and are expected to practice common courtesy, recognizing each person's right to learn in an atmosphere that is respectful and conducive to learning. Specific behaviors and shared expectations will be part of the interaction on the first day of class.

The class will utilize a mixture of the readings from the required text for the course as well as additional materials provided by the instructor which may include audio and visual mediums. The instructor reserves the right to modify the course syllabus as deemed necessary.

Disabilities: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of Student Development Services (860)215-9279. To avoid any delay in the receipt of accommodations, you should contact the Office as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received communication from the Office. Your cooperation is appreciated.

Digication: All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

Institutional Policies:

College Policies relevant to this course can be found in the "Three Rivers Community College Catalog" 2014-2015
College Policies - Academic Standards

Juvenile Delinquency - Class Schedule

<u>Date</u>	<u>Topic(s)</u>	<u>Readings</u>
9/8	Course Overview, What is Juvenile Delinquency?	Fuller Ch 1
9/15	The Development of Social Control Service Learning Information	Fuller Ch 2
9/22	Theoretical Foundations, Biological & Psychological Theories	Fuller Ch 3 & 4
9/29	Sociological, Critical & Life Course Theories of Delinquency <i>Test 1</i>	Fuller Ch 5
10/6	Female Delinquency	Fuller Ch 7
10/13	Family Delinquency	Fuller Ch 8
10/20	Police <i>Test 2</i>	Fuller Ch 12
10/27	Police Cont. <i>Service Learning Secured</i>	Fuller Ch 12
11/3	Juvenile Court	Fuller Ch 13
11/10	Juvenile Court Cont. <i>Mock Juvenile Court Case</i>	Fuller Ch 13
11/17	Schools & Delinquency Term Paper & Presentation Due	Fuller Ch 9
11/24	Juvenile Corrections <i>Test 3</i>	Fuller Ch 14
12/1	Youth Gangs/ Substance Abuse & Delinquency	Fuller Ch 10 & 11
12/8	Last Class - Wrap Up <i>Portfolios Due in Class</i>	