

Course Competencies:

Students Will

1. Understand and articulate the impact of the history and philosophy on the American Juvenile Justice System.	1a. engaging in class discussion 1b. reading Chapter 1 & 2 1c. accessing relevant sites on the World Wide Web, newspaper articles 1d. examination 1
2. Comprehend the structure, process and function of the modern Juvenile Justice System.	2a. reading chapters 12, 14 & 15 2b. conversing with speakers 2c. accessing relevant sites on the World Wide Web 2d. examination 2 & 3 2e. class discussion 2f. participation in mock case
3. Recognize, understand, evaluate, and articulate theories of deviance from intra and interdisciplinary perspectives	3a. reading chapter 5-8 3b. engaging in class discussion 3c. examination 2 3d. portfolio completion
4. Explore services to children and youths as well as career opportunities in the Juvenile Justice System.	4a. successful completion of service learning or approved alternative 4b. accessing relevant sites on the World Wide Web 4c. portfolio development 4d. term paper 4e. conversing with speakers 4f. participation in mock case

CJS 202 COURSE OUTLINE
Fall 2011

<u>DATE</u>	<u>TOPIC</u>
8/31	Course Overview
9/7	Chapter 1 "What is Juvenile Delinquency" <i>Expectations Essay Due</i>
9/14	Chapter 2 "Development of Social Control" Service Learning Information
9/21	Chapter 5 "Theoretical Foundations of Crime & Delinquency" Chapter 6 "Biological and Psychological Theories of Delinquency"
9/28	Chapter 7 "Sociological Theories of Delinquency" Test 1

10/5

“Chapter 9 “Female Delinquency”

Term Paper Topics

Service Learning Secured

10/12

“Chapter 10 “Family & Delinquency”

Guest Speaker 1

10/19

“Chapter 12 Police”

10/26

“Chapter 12 Police”

Term Paper Outline Due (optional)

11/2

“Chapter 14 Juvenile Court”

Test 2

11/ 9

“Chapter 14 Juvenile Court”

11/16

“Juvenile Court Cont. “
Mock Juvenile Court Sentencing
Graded in class exercise

11/23

No Class-Happy Thanksgiving

11/30

Chapter 11 “Schools & Delinquency”

Term Paper & Presentations Due

12/7

Chapter 15 “Juvenile Corrections”

Test3

Portfolio Review

12/14

Portfolios Due/Wrap Up
Last Class

Course Requirements:

Examinations: 9/28, 11/2, & 12/7

30%

Portfolio: 12/14

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.

Papers:

20%

Expectations Essay: 9/7

Describe yourself in the content of this course. Address the following questions: Why are you taking this course? What do you hope to learn from this course? Is there any particular area of interest you would like covered in this course? Be sure to remember that this is an academic paper. Do not disclose personal information beyond your academic experiences. Submit a well written, proofread document. The required length is one page with cover sheet.

Research Paper: 11/30

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.

Service Learning: Confirmation 10/5 Submission 12/14

10%

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

Mock Case Participation: 11/16

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.

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.

All papers/projects must be submitted on the due date: All must 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, proper margins, and adherence to APA standards.

The instructor reserves the right to modify the course syllabus as deemed necessary.

Course Policies and Expectations:

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.

Institutional Policies:

College Policies relevant to this course can be found in the "Three Rivers Community College Catalog" 2011-2012

College Policies

Academic Standards

CJS 202 Juvenile Delinquency

Three Rivers Community College

D-210

Wednesday 6:30-9:15 PM

Instructor

Mark D. Irons

ironsml@att.net

860-917-5905 (cell)

Required Materials:

Text: Fuller, R., Juvenile Delinquency Pearson, 2009

*“The Connecticut Juvenile Justice System: A Guide
for Youth and Families”*

* above provided by the instructor during the semester

Technology: Access to word processor and internet

