**Juvenile Delinquency**

CJS 213

Fall 19

Three Rivers Community College

574 New London Turnpike

Norwich, Connecticut 06360

Mark D. Irons, MS.

ironsmarkd@gmail.com

 (860) 917-5905

Office Hours:

After Class

By Agreement

1. **Course Title:** Juvenile Delinquency
2. **Course Information:**
	1. CJS K202
	2. Room: E-206
	3. Day/Time: M 6:00 PM – 8:45 PM
3. **Course Description:**
4. This course presents an introduction to both the structure and process of juvenile justice and delinquency in the United States. The course will examine the changing philosophy and theoretical perspectives of juvenile justice and delinquency by presenting an overview of the social, psychological, and biological explanations of juvenile deviance.
5. **Course Goals:**

**Goals and Objectives:**

1. Explain the impact of history and philosophy on the contemporary juvenile justice system.

A. To analyze and understand diverse social, political, historical, and cultural institutions and trends.

B. To identify the interrelationships between social, political, historical, and cultural institutions.

C. To examine the affect of historical events and trends on social, political, and cultural institutions.

D. Identify key cases involving children and youths that impacted on the juvenile justice system.

2. Explain the structure and process of the juvenile justice system.

A. Differentiate between the jargon of the juvenile justice system and the criminal court system.

B. Describe the function of each of the “steps” one can take as they are processed through the juvenile justice system.

 C. Articulate the process of “transfer of jurisdiction” from juvenile to criminal court.

3. Recognize, evaluate, and articulate the multidisciplinary perspectives that attempt to explain juvenile deviance and crime.

A. Identify the perspectives of deviance from psychological, sociological, and physiological or any combination thereof.

B. Understand that effective public policy is founded on appropriate application of theoretical perspectives as well as legal and ethical considerations.

4. To assess what information is needed to answer questions and solve problems and to retrieve, evaluate, and use that information effectively.

 A. To identify information needed to answer questions.

 B. To access information efficiently.

 C. To evaluate information and its sources for specified purposes.

 D. To apply ethical, social, and legal principles when accessing and using information.

5. To understand and convey ideas in diverse contexts using reading, writing, speaking, and listening.

 A. To comprehend and evaluate written passages.

 B. To write clearly.

 C. To speak clearly.

 D. To understand lectures, arguments, and other speech.

1. **Instructional Methods:**

A. Lecture

B. Discussion

C. Group Work

D. Audio/Video

1. **Required Text:**

 Segal, L. & Welsh, B. (2017). *Juvenile Delinquency: The Core*. Cengage Learning. Belmont, CA.

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

 Instructor.

1. **Disabilities Statement:**

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Services at 860-215-9265. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

1. **Course Outline:**

The following is a tentative class schedule. This is subject to change depending on the time required to cover the material and the needs of the students.

1. **Course Outline:**

 Week #1 – Sept. 9, Introduction & Chapter 1

 Week #2 – Sept. 16, Chapters 2 & 3

 Week #3 – Sept. 23, Chapters 4 & 5

 Week #4 – Sept, 30 Chapter 6

Week #5 – Oct. 7, Chapter 7 – **Test 1**

Week #6 – Oct. 14 Chapter 8

Week #7 – Oct. 21 Chapter 12

Week #8 – Oct. 28 Chapter Cont. 12 – **Test 2**

Week #9 – Nov. 4 Chapter 13

Week #10 – Nov. 11 Chapter 13 Cont. – **Research Paper**

Week #11 – Nov. 18 Chapter 14 – **In-Class Graded Exercise**

Week #12 – Nov. 25 Chapter 9 - **Test 3**

Week #13 – Dec. 2 Chapter 11

Week #14 – Dec. 9 Wrap Up – **Portfolio Due**

**XI. Evaluation Procedures**

Your final grade will be determined by a combination of exams, a research paper, and class participation.

 Exams (3) 30 %

 Research paper 20 %

 Mock Case In-Class 10%

 Portfolio 30%

 Attendance & 10 %

 Participation

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 100%

**Exams:** Each will consist of 20 Multiple Choice Questions

**Research Paper:**

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 the text book. 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 topic. The paper must be at least three but no more than five pages long.

Late papers will be penalized 10 percentage points per week or part thereof.

The paper will be in APA style and will be written in Times New Roman 12 point type with standard margins. The paper will include a cover page that notes the title of the paper and all the relevant course and student information. Failure to use the APA format will result in an automatic 25 percentage point reduction in the paper grade.

The paper presentations is to be three to five minutes long. A rubric will be provided to the student for this assignment.

**Mock Case In-Class Assignment:**

During a set class, each student will be provided with a written case narrative. The student will be required to provide four recommended conditions of probation as well as their connection to the case. This assignment should be entered in your college digitation.

**Portfolio**

Divide a three ring binder into three (3) parts: Research & Analysis, Reaction Papers, and Course Competencies.

**Research & Analysis Section:** 10 Newspaper or Periodical Articles on juvenile justice related topics collected during the semester. Each article should be accompanied by a brief paragraph making a connection in your own words between the article and the course material. Please do not wait to the end of the semester for this task because it can be daunting.

**Reaction Section**: Listen to three episodes of your choosing of the podcast *Caught* (which is available on all of the various podcasting sites as well as at the below link) and write a two page reaction paper to each episode. The reaction paper should make the connection between the material in the episode and information which was covered in the course.

<https://www.npr.org/podcasts/589480586/caught>

**Course Competencies Section** must document how effectively you believe you met the course competencies of CJS 202 (# 1-3) 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:** 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.

**Grades:** All grades will be posted on Blackboard.

**X. Final Grade Scale**

 A = 94 - 100

 A- = 90 - 93

 B+ = 87 - 89

 B = 83 - 86

 B- = 80 - 82

 C+ = 77 - 79

 C = 73 - 76

 C- = 70 - 72

 D+ = 67 - 69

 D = 63 - 66

 D- = 60 - 62

 F = 00 - 59

 W = Withdrawal

 I = Incomplete

 P / F = Pass / Fail

 AU = Audit

**XI. College Withdrawal Policy**

Students may withdraw from a course by completing a withdrawal form. The form must be submitted to the Registrar’s Office. The last date for withdrawal is listed in the academic calendar.

**XII. Instructor’s Attendance Policy**

Consistent attendance at class meetings is crucial to success in this course. You are expected to attend all classes in order to receive full benefit from instruction. 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 conductive to learning. Specific behaviors and shared expectations will be part of the interaction on the first day of class.

**XIII. Academic Dishonesty**

Conduct which as its intent or effect the false representation of a student’s academic performance and/or knowingly and intentionally assisting another student to do so in any way constitute academic dishonesty. In the event of academic dishonesty, the College’s policy will be enforced.

**XIV. Electronic Devices etc.**

Students are notified that cellular phones are allowed in class or in the Learning Resource Center only if they are turned off or turned to a silent mode. Under no circumstances are phones to be answered in class and there will be no texting in class. When there are extenuating circumstances that require that a student be available by phone, the student should speak to the instructor prior to class so that together they can arrive at an agreement.

**XV. Digication Portfolio**

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.

**XVI. Board of Regents for Higher Education and CSU Policy Regarding Sexual Misconduct Reporting, Support Services, and Processes Policy**

**Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:**

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

**UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:**

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator: