

JUVENILE DELINQUENCY AND CORRECTIONS

CRJU 3352 FALL 2015

Dr. Tanja Link | tlink1@kennesaw.edu | (470) 578-6490
Office: SO 4066

Office Hours: by appointment

COURSE OVERVIEW:

Prerequisite CRJU 1101

In this course, we explore juvenile delinquency from a sociological viewpoint. We start with an examination of who the juvenile delinquents are, as well as the extent of juvenile delinquency in society. We then move on to learn about the sociological theories developed to explain juvenile delinquency. After having gotten a firm grasp of these theoretical approaches, we will look at research evidence of the causes and correlates of delinquency. We will pay special attention to the group processes and social contexts that form the foundation of delinquent behavior. Finally, we explore the role and processes of the juvenile justice system in handling delinquency.

This online course is divided into weekly modules that correspond with specific chapters in the textbook. One exception is the module on Causes of Delinquency where we cover three book chapters in one week. In weeks 13 and 14, we will cover only one book chapter.

COURSE OBJECTIVES

By the end of this course you should be able to

- (1) explain different ways of defining and measuring juvenile delinquency;
- (2) assess the relationship between juvenile delinquency and its causes and correlates
- (3) apply criminological theories as conceptual tools to make sense of juvenile delinquency and its causes; and
- (4) examine and analyze the reactions to juvenile delinquency

ONLINE COURSE FORMAT

This is a fully online distance learning course. Instead of meeting in a classroom, we will use D2L and MindTap for all interactions, activities, and assignments. This is not a self-paced course; all students will follow the same schedule and will submit assignments on specific days by specific times. Some assignments will require you to collaborate with peers. See the technology information and the Course Schedule below for details. You

should plan to log into D2L multiple times each week to check for announcements or e-mails and to complete assignments.

Please make sure that you have reviewed the distance education information and resources in the Student Resources section of our Course Information & Resources area. Distance education requires students to be well-organized, self-motivated learners who take the initiative to participate actively, stay on schedule, and ask questions early and frequently.

ONLINE READINESS: You will need basic computer skills for this online course. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Right now, write down two backup places that you will go if your preferred email access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you **check every day**, and your facilitator needs that account address.

Email failures, like internet failures, can also severely hinder your progress in this course.

Please see the following resources page to learn more on academic support services:
<http://www.kennesaw.edu/resourcelinks.shtml>

HOW IT WORKS:

This syllabus has full details on the reading assignments, the exams, the graded quizzes and assignments, the ungraded self-assessments, and the topics that will be covered in the modules. Please note that the self-assessments in the power point lectures do not form part of your final grade – they are meant to help you determine the extent to which you have understood the materials. However, the questions in the video cases and the “You decide” assignments are graded.

Your course content, practice quizzes, self-assessments, discussion questions, and other assignments will become active on the first day of the semester and will remain open for the duration of the semester. The modules start on Mondays (6 a.m.), and the deadline for most of the assignments and quizzes are on the last day of each module (Sundays at 11 p.m.). The deadlines for your posts in the four discussions are different, and explained further down in the syllabus. You choose

when to access the content within the given time frame. Allow plenty of time to thoroughly review the materials before completing the graded assignments—depending on your learning style and pace, this activity typically takes about 3 hours, including download/access time.

Nota Bene: KSU defines a semester credit hour as one hour (50 minutes) of classroom or direct faculty instruction and one hour forty minutes of out-of-class student work each week for 15 weeks in a semester (a minimum of 750 minutes of class plus 1,500 minutes of out-of-class academic engagement to equal 2,250 engaged minutes per semester credit hour), or an equivalent amount of laboratory work, internships, practica, studio work, field experience, and other academic work. Educational activities that involve no classroom or direct faculty instruction require an equivalent amount of work as stated above.

You should expect to spend at least six to nine hours per week on this course, including reviewing materials, completing activities, and working on your own. The time needed to complete all requirements depends on your individual style of learning and processing information.

REQUIRED TEXTBOOKS & READINGS

1) Siegel & Walsh. 2014. Juvenile Delinquency– The Core. 5th edition.

For this online course, you need to purchase the access card for the course to view the course materials online. The loose-leaf book and access card are available as a bundle at the book store. You can also order just the access card, which comes with the e-book that is available on our course website.

To keep your expenses low, I recommend getting the access card only and read the e-book on the course site online (you are able to highlight, take notes, etc.). If you need a print copy of the book, either rent it or get a used one. Look for the book on amazon or used book websites to get the best deal possible.

2) Sanchez, Reymundo. 2000. My Bloody Life: The Making of a Latin King. Chicago Review Press.

Additional readings and information will be linked throughout the lessons. It is your responsibility to access these readings and the linked information.

Students are responsible for keeping track of all the course-related assignments and announcements, as well as of any changes made to the syllabus. Lack of awareness is not an acceptable excuse for late/missed assignments or missing other deadlines.

Only you know how much time it takes you to read and understand reading materials. Please make sure you keep organized, keep notes and synthesize the readings as this will greatly facilitate your understanding and assist you in the preparation for exams, quizzes, and other assignments.

TECHNOLOGY

No previous experience with specific technologies is required, but students should be willing to experiment with digital tools and applications independently with minimal instruction. Students must have access to a computer and a reliable Internet connection. You will be required to use this application:

- **D2L:** I will post course documents and extra readings here, and we will use the discussion board feature. Please use D2L Mail to communicate with me.

COURSE REQUIREMENTS

JOURNAL

Each student is required to complete journal entries throughout the semester. Please record things you have learned working with the materials and on your project, problems you have encountered, and solutions you have discovered. Each journal entry needs to be at least two paragraphs in length. Make sure you address the following two issues:

- 1) What was the most interesting point of this week's module and why?
- 2) What was the most unclear aspect of the module and why?

The journals are **due on the last day of the LM Sunday) by 11 p.m.** Late submissions will **not be accepted under any circumstances.** This assignment is graded as either 'completed' (= 10 points) or 'not completed' (= 0 points).

DISCUSSION POSTS

You are required to participate in **four** online discussions different questions related to the week's topic. You will be graded according to a rubric (available in the "Grading Rubrics" folder in D2L) based on the quality of your posts and contributions to the discussion. The posts will be assessed based on their relevance to the course materials and your analytical insight. It is important that you use your own words – that means, do not simply copy from the lectures or readings!

Late postings will not be accepted and receive 0 points.

*** DISCUSSION 1: MY BLOODY LIFE 1**

You are asked to reflect on the book in light of the lessons you have learned from the lectures and the textbook. Make connections between the theoretical lessons and the events in the story.

*** DISCUSSION 2: SCHOOL TO PRISON PIPELINE**

Please summarize and critically discuss what you see as the major issues discussed in the documentary. Give your educated opinion on whether the status quo is acceptable or should be improved, and if so, how. Be specific.

*** DISCUSSION 3: MY BLOODY LIFE 2**

You are asked to reflect on the book in light of the lessons you have learned from the lectures and the textbook. Make connections between the theoretical and topical lessons and the events in the story.

*** DISCUSSION 4: YOUNG KIDS, HARD TIMES**

Please summarize and critically discuss what you see as the major issues discussed in the documentary. Give your educated opinion on whether the status quo is acceptable or should be improved, and if so, how. Be specific.

There are several parts to this requirement, so please read carefully.

1) **Discussion posts** must be posted by **11:00 pm** on Thursday.

2) In addition, you must **reply to a discussion post created by one of your peers**. In your reply you should state not only whether you agree or disagree with your peer's assessment of the discussion question but also discuss why or why not, and offer insightful suggestions. Make sure you take a close look at the grading rubric before you start. **Replies** must be posted by **11:00 pm** on Sunday.

VIDEO CASES

Each module includes a short video on a specific issue related to the module's overarching topic. These videos are followed by a series of questions to help you deepen your understanding and critical application of the materials.

YOU DECIDE (Parts 1 & 2)

Each module also includes specific case studies that exemplify issues discussed in the module. You are asked to apply what you have learned and make a series of decisions about the case. In part 2 of the assignment, you are asked to justify your decisions in your own words. NOTE: In the weeks when you are completing a discussion (see above), you will not be required to complete the second part of this assignment.

EXAMS

There will be two exams in this course. They will be taken on D2L and consist of true false,

multiple choice, fill-in-the-blank, and essay questions.

PRACTICE QUIZZES

I am providing weekly practice quizzes in MindTap. They will NOT count toward your grade. Use them as a self-check to make sure you understood and have a good grasp of the material!

GRADES

Your final grade in this course will be calculated from the following:

	Points	% of overall grade
Journals	130	~18%
You Decide Part 1	110	~15%
You Decide Part 2&		
Discussion Posts	160	~ 22%
Video Cases	110	~15%
Exam 1	200	~15%
Exam 2	200	~15%
TOTAL	710	100%

The last day to withdraw from this course without academic penalty is October 7, 2015.

There will be no extra credit assignment available to boost your grade.

POLICIES

Academic Honesty

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it. Any student found to have violated any KSU academic honesty regulation after a hearing before

a university hearing panel or before a hearing officer shall be suspended for at least one semester, unless the student persuades the deciding body or hearing officer that the circumstances of his or her behavior substantially mitigate the gravity of the violation. These regulations are designed to assist students in (1) developing appropriate attitudes about, and (2) understanding and following the university's standards relating to academic honesty. The regulations protect students by helping them avoid committing infractions that may compromise the completion of their KSU degrees or damage their reputations.

Plagiarism and Cheating

Section IIA of the KSU student code of conduct states, "No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s)."

Examples of Plagiarism:

- * Buying a paper
- * Having someone else write a paper or take an exam/quiz for you
- * Deliberately not acknowledging sources so as to make the impression that the writing is yours
- * Not putting quotations around direct quotes
- * Paraphrasing too close to the original source (you can't just change a few words or the sentence structure)
- * Only listing referenced works in the bibliography but not the body of the paper
- * Overusing direct quotations – may technically not be plagiarism, but it is very poor writing

You have excellent resources available to help you avoid plagiarism! Check with the KSU Writing Center (English Building, #242) or the following website from the Purdue University Writing Lab: <http://owl.english.purdue.edu/pwl/resources/589/01>

Disruption of Campus Life Statement

It is the purpose of the institution to provide a campus environment that encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the university disciplinary process. [Please review the digital etiquette information in Course Introduction & Resources > Student Resources.]

Disability Services

Any entering student who will need accommodations or services while attending Kennesaw State University due to a disabling condition must first self-identify to the disAbled Student Support Services office. The student must present acceptable documentation of the disability that meets current Board of Regents requirements. A number of services are available to help students with disabilities with their academic work. In order to make arrangements for special services, students should visit the disability services office and make an appointment to arrange an individual assistance plan: James V. Carmichael Student Center Addition, second floor, Suite 267; 770-423-6443, http://www.kennesaw.edu/stu_dev/dsss/dsss.html

KENNESAW STATE UNIVERSITY RESOURCES:

D2L: If you have any questions or problems related to D2L, please notify me as soon as possible. I will try to diagnose the problem, and give you suggestions on how to address the problem. My first suggestion will most likely be to run a browser check at: <http://www.usg.edu/usgweb/browserchecker/>.

This tool will detect many issues that students come across when they first use Vista. If I am unable to help you with a particular problem, please contact KSU's ITS (Information Technology Service) at extension 3555 if you are on-campus, and 770-499-3555 if you are off-campus, or through their website at <http://its.kennesaw.edu/students.htm>. You may also access the following website for D2L's help page: <https://web.kennesaw.edu/acs/pages/desire2learn/student-resources-d2l>

KSU's Writing Center: If you need any help with writing your assignments for this class, you can ask me specific questions. If you are looking for more general help with writing, please contact the English Department's Writing Center. It is located in the Humanities Building in room 242. Their website is: <http://www.kennesaw.edu/english/WritingCenter/>. The phone number is: 770-423-6380.

KSU's Library: KSU's library provides a variety of resources to KSU students. The on-campus library is called the Sturgis Library and is located in Building 17 (on KSU's campus map). It features books, and many current and bound periodicals. KSU's library also has a searchable website which will easily let you find newspaper and journal articles, if you chose to do those assignments, as well as additional research for your discussion postings. The library website is available at: Other Student Resources at KSU: KSU offers a variety of student support services to currently enrolled students. Please peruse the following website for a listing of all the available services:
http://www.kennesaw.edu/students_resources.shtml including counseling, career advisement, financial aid, etc. Also visit <http://www.kennesaw.edu/studentssuccess/> for links to student success services.

COURSE SCHEDULE

NOTES:

- *When you log into the course for the first time, please begin by visiting the Orientation and the Essential Documents sections of our course. Download and print this syllabus and familiarize yourself with the assignments and deadlines.*
- *Make sure you familiarize yourself with MindTap – the platform has a plethora of useful resources, but it takes a minute to figure out what all is available!*
- *You are required to read/view all material posted in the Learning Modules, including overviews, lectures, and required readings.*
- *This schedule is subject to change. You will be notified of revisions and additions through D2L.*

Childhood and Delinquency	
Module 1:	August 17 - 23
<ul style="list-style-type: none"> • READ Course Introduction and CHAPTER 1 in the textbook • READ Chapters 1-14 in “My Bloody Life” • Study the materials on D2L/MindTap, including the lectures, linked websites, videos, and animations • Introduce yourself to the class on the D2L Discussion Board • Complete the first video case • Complete the first “You Decide” Assignment • Post your first journal entry • Complete the first quiz • 	
Measurement and Nature of Delinquency	
Module 2:	August 24 - 30
<ul style="list-style-type: none"> • READ CHAPTER 2 in the textbook • READ Chapters 1-14 in “My Bloody Life” 	

	<ul style="list-style-type: none"> • Study the materials on D2L, including the lectures, linked websites, videos, and animations • Complete the second video case • Complete the second “You Decide” Assignment • Post your second journal entry
Causes of Delinquency	
Module 3:	August 31 – September 6
	<ul style="list-style-type: none"> • READ CHAPTERS 3-5 in the textbook • Study the materials on D2L, including the lectures, linked websites, videos, and animations • Complete the third video case • Complete the third “You Decide” Assignment • Post your third journal entry
Correlates of Delinquency	
Module 4: Gender	September 7 - 13
	<ul style="list-style-type: none"> • READ CHAPTER 6 in the textbook • READ Chapters 15-35 in “My Bloody Life” • Study the materials in LM 4 on D2L, including the lectures, linked websites, videos, and animations • The lecture in this week’s module covers several different topics, namely gender, family and schools. Please read and study the materials according to the weekly schedule! • Complete the fourth video case • Complete the fourth “You Decide” Assignment • Post your fourth journal entry
Module 5: Family	September 14 - 20
	<ul style="list-style-type: none"> • READ CHAPTER 7 in the textbook • READ Chapters 15-35 in “My Bloody Life” • Study the materials on D2L, including the lectures, linked websites, videos, and animations • For this week’s lecture, please refer to the section on the family from the lecture included in last week’s module. Please read and study the materials according to the weekly schedule! • Complete the fifth video case • Complete the fifth “You Decide” Assignment • Post your fifth journal entry • DISCUSSION 1: My Bloody Life chapters 1-35
Module 6: Peers	September 21 - 27
	<ul style="list-style-type: none"> • READ CHAPTER 8 in the textbook

	<ul style="list-style-type: none"> • READ Chapters 36-53 in “My Bloody Life” • Study the materials on D2L, including the lectures, linked websites, videos, and animations • Complete the sixth video case • Complete the sixth “You Decide” Assignment • Post your sixth journal entry
Module 7: Schools	September 28 – October 4
	<ul style="list-style-type: none"> • READ CHAPTER 9 in the textbook • READ Chapters 36-53 in “My Bloody Life” • Study the materials on D2L, including the lectures, linked websites, videos, and animations • For this week’s lecture, please refer to the section on schools from the lecture included in the week 4 module. Please read and study the materials according to the weekly schedule! • Complete the seventh video case • Complete the seventh “You Decide” Assignment • Post your seventh journal entry • DISCUSSION 2: SCHOOL TO PRISON PIPELINE
MIDTERM – NO LECTURES OR ASSIGNMENTS THIS WEEK, JUST THE EXAM	
October 5 - 11	
Module 8: Drugs	October 12 - 18
	<ul style="list-style-type: none"> • READ CHAPTER 10 in the textbook • READ Chapters 36-53 in “My Bloody Life” • Study the materials on D2L, including the lectures, linked websites, videos, and animations • There is no stand-alone lecture for this week. • Complete the second video case • Complete the second “You Decide” Assignment • Post your eighth journal entry
The Juvenile Justice Process	
Module 9: Juvenile Justice	October 19 - 25
	<ul style="list-style-type: none"> • READ CHAPTER 11 in the textbook • READ Chapters 36-53 in “My Bloody Life” • Study the materials on D2L, including the lectures, linked websites, videos, and animations • The lecture in this week’s module covers several different topics, namely the juvenile justice process, police, courts, and corrections. Please read and study the materials according to the weekly schedule! • Complete the ninth video case • Complete the ninth “You Decide” Assignment

	<ul style="list-style-type: none"> • Post your ninth journal entry • DISCUSSION 3: My Bloody Life chapters 36-53
Module 10: The Police	October 26 – November 1
	<ul style="list-style-type: none"> • READ CHAPTER 12 in the textbook • READ Chapters 36 - end in “My Bloody Life” • Study the materials on D2L, including the lectures, linked websites, videos, and animations • For this week’s lecture, please refer to the section on the police from the lecture included in the week 10 module. Please read and study the materials according to the weekly schedule! • Complete the tenth video case • Complete the tenth “You Decide” Assignment • Post your tenth journal entry
Module 11: The Juvenile Court	November 2 - 8
	<ul style="list-style-type: none"> • READ CHAPTER 13 in the textbook • READ Chapters 36 - end in “My Bloody Life” • Study the materials on The Juvenile Court in D2L, including the lectures, linked websites, videos, and animations • For this week’s lecture, please refer to the section on juvenile court from the lecture included in the week 10 module. Please read and study the materials according to the weekly schedule! • Complete the eleventh video case • Complete the eleventh “You Decide” Assignment • Post your eleventh journal entry •
Module 12: Juvenile Corrections	November 9 - 22
THIS MODULE SPANS OVER TWO WEEKS	
	<ul style="list-style-type: none"> • READ CHAPTER 14 in the textbook • Study the materials on Juvenile Corrections in D2L, including the lectures, linked websites, videos, and animations • For this module’s lecture, please refer to the section on corrections from the lecture included in the week 10 module. Please read and study the materials according to the weekly schedule! • Complete the twelfth video case • Complete the twelfth “You Decide” Assignment • Post your twelfth journal entry
FALL BREAK	
Module 13: Sensible Juvenile Justice Policy	November 30 – December 6

- Watch the documentary “Young kids, hard times”
- Study the materials on Juvenile Corrections in D2L, including the linked websites, videos, and readings
- DISCUSSION 4: Young kids, hard times
- Post your thirteenth journal entry

EXAM 2
December 8 - 14