

DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE

Kennesaw State University

Web: <http://scj.hss.kennesaw.edu/>

CRJU 3352 (W01)

Juvenile Delinquency & Corrections

CRN 10203

Instructor: Dr. Beverly R. Crank

Phone: (470) 578-4511*

E-mail: bcrank@kennesaw.edu

Office: Pilcher, Room 144

Credit Hours: 3

Semester/Year: Spring 2017

Class Day/Time: ONLINE

Class Location: ONLINE

Office Hours: Tuesday & Thursday 9:30AM-10:30AM and by appointment

*The best way to contact your instructor is by e-mail –

I will respond to your e-mails within one business day.

NOTE: This course syllabus provides a *general* plan for the course; deviations may be necessary.

COURSE DESCRIPTION:

This course will focus on the historical, legal, and philosophical basis for a separate juvenile justice system in the United States. A number of theoretical positions will be covered including rational choice, individual, and sociological explanations of delinquency. In addition, students will learn the general causes and correlates of delinquency. The role of the police, juvenile court, and juvenile corrections will be explored in depth in this course. Juvenile rights related to the police, due process, venue, adjudication and disposition hearings, and confidentiality in the juvenile process will be highlighted.

PRE-REQUISITE: CRJU 1101 Foundations of Criminal Justice

COURSE OBJECTIVES:

By the end of this course you should be able to:

- ✓ Explain different ways of defining and measure juvenile delinquency
 - ✓ Assess the relationship between juvenile delinquency and its causes and correlates
 - ✓ Apply criminological theories as conceptual tools to make sense of juvenile delinquency and its causes
 - ✓ Examine and analyze the reactions to juvenile delinquency
-

REQUIRED TEXTBOOK & MATERIALS:

- ✓ LMS Integrated MindTap® Criminal Justice, 1 term (6 months) Instant Access for Siegel/Welsh's Juvenile Delinquency: The Core, 6th Edition. ISBN-10: 1305640403 | ISBN-13: 9781305640405
- ✓ Access to a computer with reliable internet access and sound and video capabilities

- ✓ Webcam and microphone (If you do not have a webcam already built in to your computer, then you can rent a webcam through the KSU library for free. Alternatively, you can purchase one on Amazon for approximately \$10)
-

TECHNICAL SKILLS & REQUIREMENTS:

At minimum, this course requires basic computer skills including: searching and finding websites and journal articles, sending and receiving emails, attaching and opening files (e.g., documents and videos), and using a webcam. In addition, you must have regular access to a computer and reliable internet service. You will be required to use MindTap.

You need to identify your “backup” plans. For instance, if your laptop crashes, what will you do? If your internet is not working, where will you go? You should be checking your e-mail daily and logging into the course regularly. **Computer or internet problems will not be considered as legitimate excuses for failure to meet deadlines in this course.**

Helpful hint: If you are having trouble viewing content in D2L and Mindtap, be sure you have run a system check. I recommend that you use Firefox as your browser.

TAKING AN ONLINE COURSE:

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.

THIS ONLINE COURSE WILL NOT BE “EASY.” If you have signed up for this course because you believe it will be less work than an in-class course, you are mistaken. You should expect to spend at least 6 to 9 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 learning style and processing of information. **Online classes are not for everyone.** To assess your readiness for online learning, visit the Student Online Readiness Tool (SORT) from the University of Georgia at <http://www.alt.usg.edu/sort/>. This site contains a list of questionnaires that will help you make an informed decision.

OVERVIEW OF THE COURSE:

The course is divided into weekly modules. You will have one week to complete each module. All activities are due by the end of the week (Sundays at 11:59PM). Each module will have a checklist to ensure you are staying on task. Please be sure to complete each checklist.

E-mails will be responded to by the next business day. You can expect work to be graded within 2 weeks of completion.

LATE WORK: Because you will have an entire week to complete all module requirements, NO late work will be accepted. **NO EXCEPTIONS.**

NETIQUETTE:

Please address me by my appropriate title (Dr. Crank). Addressing me as Mrs. Crank is not appropriate in the context of this course, including in e-mails and on discussion boards. You are required to address others in a respectful manner as well, and be mindful that we are all entitled to our opinions and perspectives. Postings and communication that are inflammatory and hostile will not be tolerated.

COURSE REQUIREMENTS:

- ✓ **READING:** It is expected that all reading assignments will be completed by the student prior to the completion of any activities or assessments.
- ✓ **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 will complete **TEN (10) Video Cases in this course.**
- ✓ **YOU DECIDE (PARTS I & II):** Each module 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 II of the assignment, you are asked to justify your decisions in your own words. You will complete **TEN (10) You Decides in this course.**
- ✓ **VIDEO DEBATES:** Students will be required to participate in **THREE (3)** video debates throughout the semester. Students should be sure they have read and viewed all course material before attempting the debate. Students may also choose to pull from outside resources to aid them in their debate. At the conclusion of each debate, two students will be chosen as the winners and will receive extra points. For each debate, you will submit an oral response to the question of topic **using a video of yourself or voice recording.** Then, you will post an additional video responding specifically to another student's video. Thus, **you will be required to post TWO (2) videos per debate.** A rubric will be provided to guide you in creating your video debates. Please review the netiquette policy above. **Disrespectful and hostile posts will NOT be tolerated - you will receive a ZERO.** I also need you to provide a transcript of your recordings for students who may have difficulty viewing your video. If you require special accommodations for this assignment, please contact me at the **beginning** of the semester. *Be sure your video is working before submitting your assignment. ALWAYS double-check your submission. Failing to submit a video due to technical issues will not be accepted as a legitimate excuse.*
- ✓ **REACTION PAPER:** Students will be required to complete a reaction paper in response to an academic journal article related to course content. Students will submit their preferred article choices to the instructor. The instructor will then assign the student **ONE** article to read. The paper should be between 3-5 pages long excluding title page and reference page (Times New Roman 12 point font, double-spaced, APA format). No abstract is required.:
 - ***Summary of the article (1.5 – 2 pages):** Include an overview of the article and a summary of the methodology and findings.

***Reaction to the article (1.5 – 3 pages):** Do you agree or disagree with the overall findings? Are there any limitations to the study/article? What implications does this article have on the criminal justice system? Where do we go from here?

NOTE: I **strongly** suggest you utilize the resources at the Writing Center to help with this assignment: <http://writingcenter.kennesaw.edu/>

- ✓ **EXAMS:** Three exams will be administered and will consist of multiple choice, true/false, fill-in-the-blank, and essay questions. Respondus Monitor will be used to monitor the exams to ensure YOU are taking YOUR exam without help from anyone else. You will NOT be allowed to use notes for the exams. **Because you are being recorded via webcam, please make sure you are wearing appropriate attire (i.e., you are fully clothed) when taking your exams. I WILL be reviewing the videos.** Please review this student guide that will explain how Respondus Monitoring works, the requirements of using Respondus Monitoring, and how to use Respondus Monitoring when completing your exams: https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/RespondusMonitor_Student%20Guide.pdf
- ✓ **ORIENTATION ASSIGNMENTS:** During the first week of the course, you will be asked to introduce yourself to your classmates via webcam or video, complete an APA tutorial and quiz, and take a syllabus and plagiarism quiz (using Respondus Monitor – see above).

Note: Given the nature of this course at times information discussed and presented may be explicit. If you have any concerns, please see me.

GRADES:

Final grades are determined according to weights assigned to the course requirements:

Exams (3 x 150 points)	450 points
Debates (3 x 50 points)	150 points
Reaction Paper (120 points)	120 points
You Decide (10 x 15 points)	150 points
Video Cases (10 x 10 points)	100 points
Orientation Assignments	<u>30 points</u>
TOTAL	= 1,000 points

The distribution for the final grades is as follows:

A = 900-1000 points	D = 600-699 points
B = 800-899 points	F = Less than 600 points
C = 700-799 points	

What Does My Letter Grade??

A = Excellent

B = Above Average

C = Average

D = Below Average, but Passing

F = Failure

COURSE SCHEDULE

Week	Topic	Readings/Assignments Due
January 9 Week 1	Introductions & Orientation	<ul style="list-style-type: none"> ✓ Read course introduction in textbook ✓ Read D2L content for Start Here & Week 1 ✓ Complete orientation activities
January 17 Week 2	What is Delinquency?	<ul style="list-style-type: none"> ✓ Read Chapter 1 in textbook ✓ Read D2L content for Week 2 ✓ Complete #1 Video Case & You Decide assignment
January 23 Week 3	How is Delinquency Measured?	<ul style="list-style-type: none"> ✓ Read Chapter 2 in textbook ✓ Read D2L content for Week 3 ✓ Complete #2 Video Case & You Decide assignment
January 30 Week 4	Causes of Delinquency	<ul style="list-style-type: none"> ✓ Read Chapters 3- 5 in textbook ✓ Read D2L content for Week 4 ✓ Complete Debate I
February 6 Week 5	Causes of Delinquency	<ul style="list-style-type: none"> ✓ Read D2L content for Week 5 ✓ Complete Exam I
February 13 Week 6	Correlates of Delinquency: Gender	<ul style="list-style-type: none"> ✓ Read Chapter 6 in textbook ✓ Read D2L content for Week 6 ✓ Complete #3 Video Case & You Decide assignment
February 20 Week 7	Correlates of Delinquency: Family	<ul style="list-style-type: none"> ✓ Read Chapter 7 in textbook ✓ Read D2L content for Week 7 ✓ Complete #4 Video Case & You Decide assignment
February 27 Week 8	Correlates of Delinquency: Peers & Gangs	<ul style="list-style-type: none"> ✓ Read Chapter 8 in textbook ✓ Read D2L content for Week 8 ✓ Complete #5 Video Case & You Decide assignment
March 6 Week 9	Correlates of Delinquency: Schools & Drugs	<ul style="list-style-type: none"> ✓ Read Chapters 9 & 10 in textbook ✓ Read D2L content for Week 9 ✓ Complete #6 Video Case & You Decide assignment
March 13 Week 10	Correlates of Delinquency: Summary	<ul style="list-style-type: none"> ✓ Read D2L content for Week 10 ✓ Complete Debate II ✓ Complete Exam II
March 20 Week 11	Juvenile Justice	<ul style="list-style-type: none"> ✓ Read Chapter 11 in textbook ✓ Read D2L content for Week 11 ✓ Complete #7 Video Case & You Decide assignment
March 27 Week 12	Police and Juveniles	<ul style="list-style-type: none"> ✓ Read Chapter 12 in textbook ✓ Read D2L content for Week 12 ✓ Complete #8 Video Case & You Decide assignment
April 3 Week 13	SPRING BREAK	NO ASSIGNMENTS
April 10 Week 14	Juvenile Court	<ul style="list-style-type: none"> ✓ Read Chapter 13 in textbook ✓ Read D2L content for Week 14 ✓ Complete #9 Video Case & You Decide assignment
April 17 Week 15	Juvenile Corrections	<ul style="list-style-type: none"> ✓ Read Chapter 14 in textbook ✓ Read D2L content for Week 15 ✓ Complete #10 Video Case & You Decide assignment
April 24 Week 16	Juvenile Justice Policy	<ul style="list-style-type: none"> ✓ Read D2L content for Week 16 ✓ Watch documentary ✓ Complete Debate III ✓ Submit final reaction paper
May 1 Finals	Final Exam Period	<ul style="list-style-type: none"> ✓ Complete Exam III

KSU POLICIES:

Please review the following campus policies:

Course Attendance Policy: Students are solely responsible for managing their enrollment status in a course; nonattendance does not constitute a withdrawal

Academic Honesty/Integrity Statement: <http://scai.kennesaw.edu/codes.php>

Confidentiality and Privacy Statement (FERPA):

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

University – Student Rights Statement:

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

Ethics Statement: <http://scai.kennesaw.edu/codes.php>

Sexual Harassment Statement: <http://scai.kennesaw.edu/codes.php>

Course Accessibility Statement (ADA statement): <http://sss.kennesaw.edu/sds/institutional-policies.php>

Disruption of Campus Life Policy: <http://scai.kennesaw.edu/codes.php>

Student Services: <http://www.kennesaw.edu/studentsuccessservices/>

“As a member of the Kennesaw State University community of scholars, I understand that my actions are not only a reflection on myself, but also a reflection on the University and the larger body of scholars of which it is a part. Acting unethically, no matter how minor the offense, will be detrimental to my academic progress and self-image. It will also adversely affect all students, faculty, staff, the reputation of this University, and the value of the degrees it awards. Whether on campus or online, I understand that it is not only my personal responsibility, but also a duty to the entire KSU community that I act in a manner consistent with the highest level of academic integrity. Therefore, I promise that as a member of the Kennesaw State University community, I will not participate in any form of academic misconduct” (KSU Student Codes of Conduct, p. 18-19).

Academic Policies:

Students are expected to comply with KSU's academic policies, listed here:

<http://registrar.kennesaw.edu/policies/>

Please note that plagiarism detection software is in place in this course for all assignments. If you are caught plagiarizing, plagiarism penalties will apply. To learn more about the definition of academic misconduct at KSU, click here: <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct#2>

Software Accessibility & Privacy Statements:

D2L Accessibility: <http://www.brightspace.com/about/accessibility/standards/>

D2L Privacy: <http://www.brightspace.com/legal/privacy/>

Respondus Monitoring Accessibility: <http://www.respondus.com/products/accessibility-lockdown.shtml>

Respondus Monitoring Privacy: <https://www.respondus.com/about/privacy.shtml>

Cengage Mindtap Accessibility: <http://www.cengage.com/accessibility/>

Cengage Mindtap Privacy: <http://www.cengage.com/legal/>

Student Services:

KSU provides a variety of services to foster and support student success. To learn more, click here:

<http://www.kennesaw.edu/studentsuccessservices/>