



**CJ 326.001
JUVENILE DELINQUENCY
Fall 2013
T,R 11:00 – 12:15 p.m. WTFA 131
(Web-enhanced)**

Assignment #1: You are required to read this syllabus, print out a copy, print and sign it, and turn it in to the professor prior to the end of the 4th class meeting. You will receive 20 pts. for doing so. Failure to do so will earn 0 pts. There is no partial credit for late syllabi.

Professor: William E. Thompson, Ph.D.

Office Location: Ferguson Social Science 229

Office Hours: M,W, 11:00 a.m.-noon; T,R 1:30-3:00 p.m.; other times by appointment

Office Phone: 903-886-5136

Office Fax: 903-886-5330

University Email Address: William.Thompson@tamuc.edu

COURSE INFORMATION

Textbook Required: *Juvenile Delinquency: A Sociological Approach* (9h Ed.) by William E. Thompson and Jack E. Bynum. Boston: Allyn & Bacon, 2013, ISBN: 0-205-24653-2. Books should be available in the University bookstore.

Course Description: The study of the nature extent, causation, treatment, and prevention of juvenile delinquency. Recommended background courses: CJ 101 or SOC 1301.

Student Learning Outcomes: After completing this course students should be able to:

1. Apply a sociological and criminal justice perspective on juvenile delinquency to the causation, nature and extent of delinquency, the juvenile court, and possible control, treatment, and prevention strategies;
2. Provide a brief overview of the Texas Juvenile Code and the Juvenile Justice System in Texas; and compare/contrast it with other states;
3. Use critical thinking skills to assess current trends in juvenile delinquency and develop a plan with policy implications for “rethinking” the problem of delinquency.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

CLASS FORMAT: Every effort will be made to provide the best possible learning experience for students by blending lectures, discussions, and appropriate reading assignments. We will be discussing many current, interesting, and often controversial subjects. Thus, a mature attitude

is assumed of all students. **Do NOTHING that will interfere with anyone else's opportunity to learn in this class. Disruptive Behavior of any kind will not be tolerated.**

POWER POINTS ONLINE: The Power Points used in class will be posted online through e-college. Although they do not contain all of the material covered or discussed in class, they do provide a general outline of topics, concepts, theories, etc., covered in class, so it may be helpful to review them before exams. If you miss class for any reason, it would be a good idea to view the Power Point for that class and look up the information related to them in your textbook.

EXAMINATIONS: There will be four major examinations worth 100 pts. each. The exams will include multiple choice and short answer questions. The exams are scheduled in the course outline. Adjust your schedule now--do not make plans that conflict with exam dates! If you miss one of the exams for an excused reason, you will need to make arrangements to take the make-up exam during Finals Week.

Note: You will need to bring a brown scantron answer sheet, a #2 lead pencil, and a blue book for all the exams.

Exam grades will be posted on e-college after graded.

CRITICAL THINKING PAPER: Students will write a 2 page (typed, double-spaced, 12 pt. font) critical thinking paper entitled "Rethinking Juvenile Delinquency" based on the comprehensive course content and focused on Chapter 16 of the textbook. The paper will address one of the proposed components of the "Thompson/Bynum Plan" for Rethinking Delinquency and will indicate strengths and weaknesses of the proposed reform based on literature, research, and data on juvenile delinquency (this is NOT merely an opinion paper. It should be based on theories, facts, and data). Where proposals are found to be weak or lacking, the student will offer a "counter proposal" that is better. The paper is worth 50 pts. and is due at the beginning of class on the Tuesday before Thanksgiving. Ten points will be deducted if the paper is turned in after the beginning of class on the assigned day and no papers will be accepted more than 1 calendar (not class) day late.

Place the paper in the drop box for week 15 prior to our class meeting Tuesday before Thanksgiving. If you do not place the paper in the dropbox by the deadline or bring it to class with you 10 pts will be deducted for it being late. Do not e-mail it to the professor. You must turn it in by the beginning of class not after class has started.

ATTENDANCE/PARTICIPATION: It is essential to attend all classes to do well in this course. Lectures and discussions are designed to supplement the book, not repeat it. Many items will be discussed in class that are not in the book. While students can copy someone's lecture notes, and complete reading assignments, there is no way to gain the information lost by missing class discussions. Attendance will be taken each class period and you will receive 1 pt. for each day you attend. There are 30 class periods, so perfect attendance earns 30 pts. If you miss more than a week's worth of classes (3 class sessions or more) you may want to consider dropping the course.

TARDINESS: Being on time is almost as important as being present. Class will begin **promptly** at the scheduled time. The classroom door locks automatically and nobody will be admitted after class begins. Tardiness is not an option. It is extremely rude and disruptive, and reflects a "don't care attitude" on your part. **If you cannot make it to class on time, please drop the course.**

GRADES: Final grades will be based on the four exams (100 points ea.= 400 pts.); signed syllabus (20 pts.); critical thinking paper (50 pts.); and attendance/participation (30 pts.) for a total of 500 pts. The following grading scale will be used to calculate final grades:

A = 90% - 100% (450-500 pts)

- B = 80% - 89% (400-449 pts)
- C = 70% - 79% (350-399 pts)
- D = 60% - 69% (300-349 pts)
- F = Below 60% (<300 pts)

Grades will be posted on e-college

NOTE: We will NOT be negotiating for grades at the end of the semester. You have plenty of opportunities to earn points throughout the semester. A few “bonus” points are built into each exam. At the end of the semester, e-college will calculate your total points and they will be applied to the scale on this syllabus. That is the grade you have earned, and that is the grade you will be assigned. (By the way, e-college reports percentages. There is a big difference between a percentage point and a point. For example, if you earn 69% of the 500 total points, you are not 1 point away from a C—you are actually 1 percentage point from a C which is 5 points). **EARN your points during the semester, don't try to BEG for them at the end of it.**

EXTRA CREDIT: Don't ask, there won't be any. Two types of students usually want to do extra credit work: those who would like to make an even “higher” A; and those who are failing the course. In either case, extra credit makes no sense. Put in the time, energy, and effort on the “regular” work and you will not need any “extra” credit.
(See syllabus tool for content suggestions)

TECHNOLOGY REQUIREMENTS

This course is taught as a face-to-face class but is web-enhanced. Students need access to a computer (there are computer labs all over campus) in order to check e-mails and to check grades on e-college.

- Students need to have ready access to a broadband connection to the internet such as Cable, DSL, or the TAMU-C campus network. (Dial-up, satellite, or other non-broadband internet connections will not function sufficiently with eCollege.)
- A computer with a 2.0Ghz or better processor and 1 GB of RAM. MAC computers with similar configurations will also work.
- Windows XP, Vista, or 7 operating system. MAC with the OS 9 or X operating system.
- Microsoft Office or similar package with a word processor, Power Point type presentation application, and a spreadsheet application. (OpenOffice is a free, open source application that is very similar to the Microsoft Office applications and is available for download at www.openoffice.org)

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The most effective way to communicate with the professor will be to come to class. The professor will be in his office during posted office hours and by appointment. The best way to make an appointment is to communicate directly with the professor immediately prior to or after class. Appointments can also be made via e-mail.

The professor will periodically communicate with the entire class or selected individual students by using the student's MyLeo e-mail address. Students should check their MyLeo account regularly for e-mails from the university and/or the professor.

If you encounter any technological difficulties with e-college contact the e-college help desk immediately.

E-MAIL COMMUNICATION: I will communicate with the class through MyLeo e-mail. I will send out reminders about assignments, changes in syllabus, etc., to the entire class through e-mail using your official "My Leo" university e-mail address. Consequently, it is YOUR RESPONSIBILITY to check your e-mail regularly for messages from me. If you contact me via e-mail, please tell me your name and the course in which you are enrolled as part of your e-mail.

If you send me an e-mail, I will always read it and respond within a reasonable amount of time. Generally, if you send me an e-mail any time between Monday 8:00 a.m. and noon Friday, I will respond within 24 hours or sooner if possible. If, however, you e-mail me after noon on Friday, it will be Monday at the earliest before I respond. Fortunately, I am not a brain surgeon or cardiologist and none of the issues or assignments in this class are life or death matters. If you have a class-related problem or issue, DO NOT PANIC. There no such thing as a "sociological emergency." Any problem that is class-related that occurs over the weekend can wait until the following Monday to be addressed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

THIS CLASSROOM IS A "SAFE SPACE"

All persons who enter this classroom will be treated with dignity and respect regardless of age, race, sex, social class, religion, politics, sexual orientation , and/or lifestyle. There will be "Zero Tolerance" in this classroom for any form of ageism, racism, sexism, sexual harassment, or any other form of prejudice, discrimination, or bigotry.

Assigned readings should be completed and Power Points reviewed BEFORE coming to class. Students will be called upon in class to discuss/explain material from the reading assignments. This is not intended to be punishment or to single anybody out in front of the rest of the class, but could prove to be embarrassing if you are unprepared.

Note: Class time needs to be focused on the topic at hand. Please do not bring food or drink into the classroom. Eat your snacks and meals before or after class. Also, while you may leave your cell phones on, please silence them when you enter the classroom. Thanks.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for

reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

POLICIES ON ENROLLMENT, "X's", AND WITHDRAWAL: All policies regarding last day for enrollment, withdrawal from class, and the use of "X" will be rigidly adhered to in this course. Students should check the student handbook, current semester schedule, and the appropriate bulletin boards, which indicate the specific deadlines for withdrawing from courses without penalty. Seeing that all university procedures are followed is the students' responsibility.

COURSE OUTLINE / CALENDAR

DATE:	TOPIC:	READING ASSIGNMENTS:
Week 1 T, 26 Aug. R, 28 Aug	Introduction, Course Syllabus, etc. A Sociological Approach to Delinquency	Ch. 1
Week 2 T, 2 Sept R, 4 Sept. R, 4 Sept.	A Sociological Approach to Delinquency Signed syllabus due Dimensions of the Delinquency Problem	Ch. 1 Ch. 2
Week 3 T, 9 Sept. R, 11 Sept.	Dimensions of the Problem EXAM 1	Ch. 2 Ch 1,2
Week 4 T, 16 Sept. R, 18 Sept.	Biological/Psychogenic Explanations of J.D. Strain Theories	Ch. 3 Ch. 4
Week 5 T, 23 Sept. R, 25 Sept.	Cultural Transmission Theories Social Learning Theories	Ch. 4 Ch. 5
Week 6 T, 30 Sept.	LabelingTheories	Ch. 6

R, 2 Oct.	Radical/Conflict Theories	Ch. 6
Week 7		
T, 7 Oct.	Maturation/Life Course Theories	Ch. 7
R, 9 Oct.	Rational Choice/Deterrence Theories	Ch. 7
Week 8		
T, 14 Oct.	Feminist Theories	Ch. 7
R, 16 Oct.	EXAM 2	Ch. 3-7
Week 9		
T, 21 Oct.	Family and J.D.	Ch. 8
R, 23 Oct.	Family and J.D.	Ch. 8
Week 10		
T, 28 Oct.	Schools & JD	Ch. 9
R, 30 Oct.	Youth Subculture	Ch. 10
Week 11		
T, 4 Nov.	Gangs	Ch. 11
R, 6 Nov.	EXAM 3	Ch.8-11
Week 12		
T, 11 Nov.	Policing Juveniles	Ch. 12
R, 13 Nov.	Policing Juveniles	Ch. 12
Week 13		
T, 18 Nov.	Juvenile Courts	Ch. 13
R, 20 Nov.	Juvenile Corrections	Ch. 14
Week 14		
T, 25 Nov.	EXAM 4	Ch. 12-14
T, 25 Nov.	Critical Thinking Paper Due	
R, 27 Nov.	Thanksgiving Holiday	
Week 15		
T, 2 Dec.	Treatment and Prevention Strategies	Ch. 15
R, 4 Dec.	Rethinking Delinquency	Ch. 16

Make-up exams must be scheduled and taken this week

T, 10 Dec. 10:30 a.m. Exam 5 (Final): Ch. 15,16

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I have read this entire syllabus and understand all of the expectations and requirements for this course. I also understand the grading scale and how my final grade will be calculated and determined for this course. I will not ask the professor to deviate from general course requirements or standards to meet my individual schedule or needs. I understand that there is a big difference between 1 percentage point and 1 point in calculating grades. **I will not ask for extra credit or beg for points or for a higher grade than I earned based on the grading scale.**

Printed Name _____

CWID # _____

Signed _____

Date _____