



**CJ 326.001  
Juvenile Delinquency  
Spring 2015**

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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

**Textbook Required:** Whitehead, John T. & Lab, Steven P. *Juvenile Justice: An Introduction*. 7<sup>th</sup> ed. Anderson Publishing. ISBN 978-1-4557-7892-8

Books should be available in the University bookstore.

**Course Description:**

The course will consider the subject of juvenile delinquency from various perspectives including psychological, physiological and sociological. Particular attention will be paid to the role of family, the school, and the peer group in promoting delinquency. This course will provide students with the tools to analyze and evaluate juvenile justice policies and programs.

Recommended background courses: CJ 101 or SOC 1301

**Course Objectives/Student Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

- Define juvenile delinquency from a legal and sociological perspective and create and document a history of delinquency in America;
- Generalize juvenile crime trends and measure rates of delinquency;
- Differentiate between the various theories of delinquency and discuss how culture, diversity, social stratification, families, schools, neighborhoods and peers may play a role in delinquent behavior;
- Discuss classical and contemporary research on the etiology of juvenile delinquency, with reference to original sources;
- Assess the extent of juvenile law breaking behavior in contemporary society and trace its development (and the popular perception of its development).

## COURSE REQUIREMENTS

### Instructional / Methods / Activities Assessments:

This course will provide a variety of activities and assessments to assist you in achieving the outcomes/objectives for the course. You will work toward achieving these through discussions/comments, papers, assignments, and tests. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements. Please note that a core competency of this course is critical thinking. Critical thinking requires students to think through situations, facts, and issues in an open-minded and objective way in an effort to analyze and evaluate information in an informed manner. Qualities of a critical thinker (and of arguments that embody critical thinking) include:

- Certainty is not always necessary for a critical thinker; possibility and probability should always be a consideration—in other words, just because the book tells you it is true, doesn't mean that there may not be another solution or possibility to consider. The way that facts relate to one another—and not just fact alone—should be used to determine truth.
- Critical thinkers are not only independent thinkers; they are also fair-minded in that they are willing to consider all points of view, and they are careful to take every aspect of an argument into consideration—your way of thinking may not necessarily be the only way or the right way of thinking. Consider other perspectives
- Consider evidence (facts), source (from what source did your evidence come from), and motivations (what might be the underlying motivation behind these facts)—in other words, gather information from credible sources and evaluate these sources/factual information in the context of what you have been asked to discuss/evaluate.

As defined by the National Council for Excellence in Critical Thinking, critical thinking is:

“The intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness.”

Scriven, M. & Paul, R. Presented at the 8th Annual International Conference on Critical Thinking and Education Reform, Summer 1987.

When preparing discussions/comments/assignments/papers/etc., use the following to help you critically think through each task. You will be graded (in part) on how well you are able to perform this skill.

- Determine the problem/issue you are trying to solve. Make sure you remain open-minded and objective and be aware of your own biases on the subject and put them aside;
- Develop a hypothesis and/or possible solution to the problem/issue. Brainstorm other possible solutions. Think about the pros and cons of the problem/issue;
- Gather information on the problem/issue that may support or contradict your position;
- Analyze your facts. Don't assume anything. Evaluate the facts objectively;

- Determine a reasonable conclusion based on all of the facts;
- Make sure your facts (and the reporting of the facts) are accurate. You may assume a causal relationship but there might be other possible conclusions to be drawn based on other factors. Be sure to evaluate what those might be.

**Expectation:** This is an upper level course and I expect upper-level work from you. If you feel you are not yet ready to tackle this level of coursework, then I advise you to enroll for this class at a later date. There will be writing assignments due throughout the semester. I expect clear writing with adequate style, correct grammar, and (when applicable) proper use of scholarly references. **All** submitted written assignments must be typed in 12 point, Times New Roman font, double spaced, on standard paper with one inch margins. All assignments are to be submitted via drop-box in the e-college system unless otherwise noted.

**Activities:**

- Introduction: 1 Introduction @ 25 course points= 25 course points
  - Student Learning Outcomes #1-#5:
    - The Introduction is a chance for you to ‘meet’ your colleagues (although most of you likely know each other by now) in the class and an opportunity to introduce yourself to your professor. You will also be required to answer a course-related question. Specific instructions on what to post are available when you click on Introduction in Week #1. The Introductory post is due on Monday of Week #1 of the course no later than 11:00 PM CST.
- Discussions: 10 discussion posts @ 50 points each = 500 course points
  - Student Learning Outcomes #1-#5:
    - The Discussions are directly related to the assigned readings. Upon completion of the assigned readings, you are expected to engage in an ongoing discussion/debate with your classmates. Your contributions to the discussion forums will be graded for quality and a detailed analysis linking the material to a critical appraisal of theory, policy, and practice. The introduction of outside materials is not mandatory (unless otherwise noted in the discussion topic assignment), but is highly recommended. In all cases, students must cite in-text and provide a full bibliography/works cited at the end of their post for all citations mentioned in the post (See information later in the syllabus for more information on citing utilizing APA citation format).
    - These posts should be the equivalent of 1 page in length or a minimum of 250 words. The specific discussion assignment is located in each unit Week by clicking on the Discussion link. Posts are due by 11:00PM CST on Wednesday. **NO LATE DISCUSSION POSTS WILL BE ACCEPTED.** Assessment Method: Discussion posts will be graded using the Discussion Post Grading Rubric.

- Comment Posts: 20 comments @ 10 points each = 200 course points
  - Student Learning Outcomes #1-#5:
    - Comment posts are responses you make to the discussion posts that you and your classmates post each week. You are required to make a minimum of two comments each week. I would strongly encourage you to engage your colleagues well past the two-comment minimum in order to maximize your opportunity for meaningful discussion and learning.
    - Comment posts should be meaningful. Merely agreeing or disagreeing with a classmate will not be looked upon favorably and will result in a loss of points. A meaningful post is one that moves the discussion forward in some substantive way through providing one's perspective, additional information through research, or reframing the discussion in some new way. You are expected to engage in an ongoing discussion/debate with your classmates. Your comments will be graded for quality, and relevance. Your comments will also be graded based on your ability to engage in critical thinking. Students must provide one outside source for at least one comment that they make.
    - NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:00PM CST on Fridays. Assessment Method: Comments will be graded using the Comments Grading Rubric attached to the Discussion Post Grading Rubric.
- Exams: 2 exams at 100 points each= 200 course points
  - Student Learning Outcomes #1-#5:
    - There will be two (2) exams this semester. Each exam will be worth 100 points and will be comprised of multiple choice, short answer, and essay style questions and will be based on class lecture and assigned readings. The test will cover all of the information covered in the course readings, lecture, presentations, and discussions.
    - 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 take the make-up exam immediately following the final exam on the same date. Exam and quiz grades will be posted on e-college.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES:**

### Course Specific Procedures

### Academic Honesty:

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In ALL instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment;
- Communication with another during an exam or assignment (i.e. written, oral or otherwise);
- Giving or seeking aid from another when not permitted by the instructor;
- Possessing or using unauthorized materials during the test;
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key;

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement;
- Making slight variations in the language and then failing to give credit to the source.

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment
- If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.
- Students should also reference the following link for more detailed information.  
<http://web.tamuc.edu/academics/colleges/artsSciences/departments/sociologyCriminalJustice/frequentlyAskedQuestions/academicHonesty/default.aspx>

### APA Citation Format Policy:

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

In the social and behavioral sciences (including Criminal Justice), we use APA (American Psychological Association) format. As a rule of thumb, one cites whenever they are paraphrasing other people's words or when they quote other's words directly. You may choose to access the following websites:

- [www.apastyle.org](http://www.apastyle.org)
- <http://owl.english.purdue.edu/owl/resource/560/02/>
- [www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)

Late Work:

I do not accept late work.

**TECHNOLOGY REQUIREMENTS:**

1. You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for Ecollege are:
  - Any current Flash-compliant browser (eg. Internet Explorer 7 or Firefox 3.0)
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required – courses are heavily video intensive
  - Video display capable of high-color 16-bit display – 1024 x 768 or higher resolution
  - A sound card and speakers or headphones
  - Current anti-virus software must be installed and kept up to date
  - Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
2. You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player
3. At a minimum, you must have Microsoft Office 2003, XP, 2007 or OpenOffice. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

**ACCESS AND NAVIGATION**

This course will be facilitated using eCollege. To log in to eCollege/the course, use the eCollege/MyLeo log-in and password you received during the enrollment process.

## **COMMUNICATION AND SUPPORT:**

Interaction with Instructor Statement:

My primary form of communication with the class will be through Email and Announcements. Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email and Announcements regularly.

Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend should expect a reply by the end of the next regularly scheduled business day.

### **eCollege Student Technical Support:**

It is reassuring to know that technical support is available to make your online learning experience convenient. All you have to do is call or email and a knowledgeable representative will help you solve your technical issues.

myLeo Support:

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

### **Internet Access:**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### **Policy for Reporting Problems with eCollege**

Students who encounter eCollege-based problems with submitting assignments/exams, etc., are required to do the following:

- Call 1-866-656-5511 or 720-931-3847 (direct), or through the Online Chat by clicking on the "Tech Support" tab within your eCollege course. You may also Email [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org)
- Hours: The eCollege helpdesk is open 24/7 to meet your needs.

**GRADES:** Final grades will be based on two exams (100 points ea. =200 pts.); 10 discussions (50 points ea. = 500 pts.); 1 introduction (25 points); and 20 comments (10 points ea.= 200 pts): The following grading scale will be used to calculate final grades:

Assignment Type	# of Assignments	Point Value	Total Points
Examinations	2	100	200
Discussions	10	50	500
Introduction	1	25	25
Comments	20	10	200
		<b>TOTAL</b>	<b>925</b>

Grades earned on each assignment will be added together and will be divided by the total number of points possible in the course. Below is the overall point scale for the course.

**Total points possible for the semester = 925**

A = 90% - 100% (830-925 pts)
B = 80% - 89% (740-829 pts)
C = 70% - 79% ( 648-739 pts)
D = 60% - 69% (555 -647 pts)
F = Below 60% (<554 pts)

You will find your course grades in the grade book located in eCollege. This gradebook will keep a 'real-time' accounting of the points you earn on assignments for this class. In this way, you may track your progress in this course throughout the course of the semester.

**Grades will be posted on e-college**

## UNIVERSITY SPECIFIC PROCEDURES

**Students with Disabilities:**

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  
 Room 132  
 Phone (903) 886-5150 or (903) 886-5835  
 Fax (903) 468-8148  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

**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). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

**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.

**Schedule:**

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University Email and in Announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend you follow the schedule outlined below VERY CAREFULLY so that you are sure to complete readings as assigned and turn your assignments in on time.

Please note that all discussions/comments/assignments are due by 11:00PM CST in eCollege on the day they are due as outlined in the syllabus. Please note that this course runs on a Monday-Sunday schedule

## COURSE OUTLINE / CALENDAR

- **DISCUSSION POSTS** are due by 11:00PM CST on WEDNESDAY. NO LATE POSTS ACCEPTED.
- **COMMENT POSTS** are due by 11:00 PM CST on FRIDAY. NO LATE POSTS ACCEPTED.

### Week 1      **Introduction DUE 1<sup>st</sup> Monday of Course** (no later than 11:00 PM CST)

- Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the question I pose. Please note that this post is required for ALL students and will be graded. The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct or here: <http://www.albion.com/netiquette/corerules.html>
- **Chapter 1: The Definition and Extent of Delinquency**
  - Discussion Post #1
    - Although juvenile crime is down across the nation, poor, urban minority youth in impoverished neighborhoods continue to have consistently high rates of juvenile delinquency and crime. Why?
  - Comment Posts

### Week 2

- **Chapter 2: History of Juvenile Justice**
  - Discussion Post #2
    - The juvenile justice system has devised four ways to deal with youth crime: the treatment model, the justice model, the crime control model, and the balanced and restorative justice model. For this discussion, you will discuss the model you think is most effective for serious/persistent juvenile offenders?
  - Comment Posts

### Week 3

- **Chapter 3: Explaining Delinquency-Biological and Psychological**
  - Discussion Post #3
    - For this discussion, you will explain the merits of Biological/Psychological explanations of delinquency.
  - Comment Posts

### Week 4

- **Chapter 4 : Sociological Explanations of Delinquency**
  - Discussion Post #4
    - Fill in the blank \_\_\_\_\_ is the best sociological explanation of delinquency. Why?

- Comment Posts

### Week 5

- **Chapter 5: Gang Delinquency**

- Discussion Post #5
  - Juvenile's join gangs for a variety of reason. However, I believe the single most important factor which explains juvenile gang involvement is \_\_\_\_\_. Why?
- Comment Posts

### Week 6

- **Chapter 6: Drugs and Delinquency**

- Discussion Post #6
  - What does most recent research say about juvenile drug use? Is it on the rise/decline? What explains this? Do you agree or disagree with these numbers? Why/why not?
- Comment Posts

### Week 7

- **Chapter 7: Policing and Juveniles**

- NO POSTS DUE

### Week 8

#### ***Midterm Exam- Cumulative CHAPTERS 1-7***

### Week 9:

- **Chapter 8: The Juvenile Court Process**

- NO POSTS DUE

### Week 10

- **Chapter 9: Due Process and Juveniles**

- Discussion Post #7
  - Discuss In re Gault and the impact this case had on the juvenile system. Do you agree with the court's conclusions.
- Comment Posts

### Week 11

- **Chapter 10: Institutional/Residential Interventions**

- Discussion Post #8
  - Most juvenile offenders will never require placement in an institution. What does the research say about youth who are placed in residential institutions. What factors most impact their placement as opposed to allowing them to remain in the community.

- Comment Posts

### **Week 12**

- **Chapter 11: Juvenile Probation**

- Discussion Post #9
  - For this discussion, you will discuss the effectiveness of community-based corrections? What is the essential link in increasing the effectiveness of community-based corrections?
- Comment Posts

### **Week 13**

- **Chapter 12: Restorative Justice**

- Discussion Post #10
  - For this discussion, you will discuss the effectiveness of restorative justice programs.
- Comment Posts Due

### **Week 14**

- **Chapter 13: Victimization of Juveniles**
- **Chapter 14: Future Directions in Juvenile Justice**
  - NO POSTS DUE

### **Week 15**

***Final Exam:***  
***CHAPTERS 8-14***

***\*Make-up exams immediately following final exam via e-college***

***Note: Instructor intends to follow syllabus but reserves the right to make revisions as deemed necessary and appropriate and will notify students in writing.***



