Course Syllabus

CJ532: Juvenile Delinquency

Instructor: Elvira M White, JD/PhD Associate Professor
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Class Location: Online
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required
Agnew, Robert and Brezina, Timothy (2011). *Juvenile delinquency: Causes and control*. 4th ed. Oxford University Press, USA. ISBN:9780199828142 / 0199828148

Optional
Other materials/readings as assigned and posted online

Course Description
The class 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.

The course will be divided into four sections: The nature and Extent of Delinquency, Theories of Delinquency, Research on the Causes of Delinquency, and The Control and Prevention of Delinquency.

Prerequisites
Please note that prerequisites for this course include 501, 568, and 530. Students who are registered for this class and who do not meet the prerequisites should contact Dr. David Hurley, the Director and Advisor of the MS in Applied Criminology program.

Student Learning Outcomes
At the end of the course the student will be able to:

1. Define juvenile delinquency from a legal and sociological perspective and create and document a history of delinquency in America

2. Generalize juvenile crime trends and measure rates of delinquency

3. 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.

4. Discuss classical and contemporary research on the etiology of juvenile delinquency, with reference to original sources.

5. 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. Each week, you will work toward achieving these outcomes through discussions/comments, readings, and papers. Below is an explanation of each course requirement including due date, assignment instructions, and other requirements.

Introduction

The **Introduction** is a chance for you to 'meet' your colleagues 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/Discussion in Week #1. The Introductory post is due on Tuesday of Week #1 of the course.

Discussions
The **Discussions** are directly related to the assigned readings/your program evaluation paper. 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. 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. Also see the 'How to Cite' FactSheet available in CJ 500, the program orientation course to which you have ongoing access).

These discussion posts should be **the equivalent of 1 page in length**. The specific discussion assignment is located in each unit Week and may be accessed by clicking on the Discussion link. Discussion Posts are due by **11:00PM CST on Thursdays**.

Assessment Method: Discussion posts will be graded using the Discussion Post Grading Rubric.

Comment Posts
Comment posts are responses you make to the original discussion posts that you and your classmates post each week. You are **required** to make a minimum of **two** comments each week.

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.

NO LATE COMMENTS ARE ACCEPTED. All comment posts are due by 11:00PM CST on **Saturdays**. Discussions require active participation therefore it is expected that are online a minimum of two times per week; more is encouraged.

Assessment Method: Comments will be graded using the Discussion Grading Rubric.

Please note that each discussion and its accompanying comments will be graded together. You will note that each grade book entry for each discussion is worth 70 points (50 points for the discussion and 20 points for comments).

Exams
There will be **2** exams in this course. Exams will be 1-2 hours in length (depending on test composition) and will be accessible for a 17-hour period beginning at **6:00AM on until 11:00PM CST.** Students will be notified of the precise format of the test prior to exam day. **YOU WILL ONLY BE ALLOWED TO ACCESS THE EXAM ONCE.** See under Course and University Policies/Procedures for more information regarding taking tests on eCollege. Your exams will take place on the following Wednesdays:

Exam #1 covering Chapters 1-12 of the text and any other assigned materials will be **taken on Wednesday of week 3 between 6:00AM CST to 11:00PM CST.**

Exam #2 covering Chapters 13-25 of the text and any other assigned materials will be **taken on Wednesday of week 5 between 6:00AM CST to 11:00PM CST.**

Assessment Method: Multiple choice and/or short answer questions.

Final Paper
Write a paper analyzing a **major** problem facing today's juvenile justice system. Some examples might be disproportionate minority confinement, recidivism, gang issues and in particular the

growing influence of female gangs, drug use, juvenile curfews, zero tolerance policy for /with school searches, socio economic factors affecting delinquency and parental liability for juvenile offenses, life without parole for juvenile offenders. A central purpose of the project is to have you to analyze, evaluate, and simulate the way the juvenile justice system has or has not addressed a problem and to propose a solution.

An introduction must be provided to summarize and define your topic, including a clear statement of the problem or issue of concern. In addition, you need to select a theoretical framework for your issue and describe its relevance to the issue that you write about.

The body of the paper must include summaries of current relevant research from a minimum of ten (10) credible sources, a discussion of the implications of proposed solutions for the juvenile justice system, and your evaluation and conclusions regarding possible methods of managing or addressing the problem your opinion on the issues raised—supported by research.

The paper is expected to have content and thoughtful analysis on the topic on a graduate level. Sources should be a combination of scholarly works, textbook and primary sources. You are encouraged to add your own opinions; however, those opinions should be carefully considered, logical, and supported by evidence or outside rationale.

Relate your subject to larger (broader) juvenile justice issues as found in the course readings.

Your paper should be a minimum of 15 pages in length (not including title page or reference page), double spaced, 12 font, well written, and formatted in conformity with APA rules.

Topic selections: Please note that once you have selected your topic. (**IT CANNOT CHANGE).** Choose wisely and submit the topic to me for approval not later than **Saturday at 11:00PM CST of week 2** via e-mail.

Your **FINAL** paper should be a **MINIMUM** of 15 pages -if your paper reaches 30 pages, stop and regroup.), **MAXIMUM** 12-point font, using full APA paper format (an example of APA paper format may be found on the TAMU-C library website and in Doc Sharing for this class). Make sure all citations follow APA citation format, as well. All formal rules of grammar and word usage apply.

Assessment Method: Students will be assessed using the Final Paper Grading Rubric located in Doc Sharing. Be sure to review this rubric carefully to ensure that your paper includes all components of the paper upon which you will be graded. **The final paper will be due Friday of week 4 via drop box not later than 11:00PM CST.**

Course Pre/Post-test (not graded)
Pre and post-tests allow the professor to assess your baseline (foundation) knowledge of a particular subject at the time that you enter a course and the degree of increase in knowledge at the end of the course. This pre/post-test is comprised of a list of questions that will assess course outcomes. You will be asked to complete the pre-test by Friday of Week #1 and the post-test by Friday of Week #5. These tests will not be graded (they are used for assessment purposes only).

GRADING

Assignments for this course will be scored using a points system. Below is an explanation of how each assignment type will be scored.

Assignment Type	# of Assignments	Point Value	Total Points
Introduction	1	50	50
Discussions	4	50	200
Comments	10	10	100
Final Paper	1	100	100
Exam 1	1	50	50
Exam 2	1	50	50
Pre/Post test	1	0	0
			550

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/grading schema for the course. Total points possible for the term = 550.

550-495 = A
494-440 = B
439-385 = C
384-330 = D
329 and below = F

Grades will be available in the grade book so that students can track their progress in the course on an ongoing basis.

This syllabus represents an agreement between you, as the student, and me, as the professor for this course so that you know exactly what is expected of you. The syllabus will be altered only in the event of circumstances (e.g., acts of nature) that necessitate a change. In such situations, I will notify you.

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
    - o Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
    - o 512 MB of RAM, 1 GB or more preferred
    - o Broadband connection required courses are heavily video intensive
    - o 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.
- 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
- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. 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

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To log in to the course, go to the following link: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to long in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or go to the following link: helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to ECollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Course Navigation

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

After logging in to the course, students will notice that the weekly/unit content area is located on the left navigation bar. These weekly/unit content areas are identified as Week 1, Week 2, etc. (this corresponds to the course schedule located in the syllabus.)

Student should access course materials by clicking on the proper weekly/unit content area. Students should read the weekly overview that contains information about what is to be covered in class, along with a series of weekly tasks (these tasks correspond to the links available in each weekly unit and to what appears in the syllabus).

Students should then click on the weekly content items links and take the time to read/view any material/presentations/assignments that are posted. The lecture/presentation is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that are considered important to your understanding of the subject.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

My primary form of communication with the class will be through Email. 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 e-mail as I plan to send you important messages regularly.

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

Virtual Office

Welcome to my office. This space is set aside for students to ask course related questions. Place any questions or concerns about the course here and they will answered within 24 hours on weekdays. (It is possible that I will answer all threads during my office hours as posted on the syllabus.)

Please feel free to answer one another's questions. I will check answers (as well as questions) for correctness, but do not hesitate to respond to a posting if you feel you can answer the question thoroughly and directly.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege.

The student help desk may be reached by the following means 24 hours a day, seven days a
week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with an eCollege Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the *'Help'* button on the toolbar for information regarding working with eCollege
(i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: http://www.tamuc.edu/library not from within eCollege.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email 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 the following link https://leo.tamuc.edu

Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

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.

Learner Support

Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

Academic Honesty

I take plagiarism and other forms of cheating very seriously. *All the work you do in this course is to be your own*. I encourage you to study and discuss with classmates, but be sure that everything you turn in is your own, original work. Regarding references, anytime you use someone else's work and do not accompany it with a proper citation to the author, you have committed plagiarism regardless of whether or not you intended to do so. It is also inappropriate to use your own work for multiple classes and any such actions will be treated just like plagiarism. Do not copy anything off the internet, out of books/articles, from friends, or from any other source or person. This includes direct cutting-and-pasting, summarizing or quoting without citing, and changing the original wording just enough so that you think you can pass it off as your own. **If I find that you have engaged in plagiarism, you will receive an F in**

the entire course and I reserve the right to take further disciplinary action(s) at the university level. Do Not Do It!

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 of 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 Criminal Justice web site for more information.

Attendance Policy
While this is an online course, students are expected to 'attend class' and actively participate. Student participation/activity will be monitored by the professor. Students should plan to dedicate approximately 15-20 hours/week of time to this course, of which approximately 1 hour/week should be spent in the discussion board (reading posts and comments and conversing with others).

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/assignment. 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 learn to cite from a variety of different sources including the APA Tutorial and the sources listed below. Go to the following links below:

APA Style

It is the student's responsibility to understand how to cite properly. If you have questions, feel free to ask.

Late Work
In principle, I do not accept late work and do not believe in allowing students to turn in work after the due date. My position is that everyone knows the rules of engagement at the beginning of the term and that it is the student's responsibility to ensure that they plan accordingly to submit their assignments in a timely manner.

If an assignment is missed or late the professor reserves the right not to accept the assignment. No excuses will be acceptable. Students are encouraged to frequently review the syllabus and remain aware of the deadlines for all assignments.

I want to reiterate that personal computer/access problems will not be an acceptable excuse for failing to turn in assignments on time or meeting the deadlines. Again, make use of the tutorial program. You want to be familiar with any limitations you or your computer may have. If your internet access is frequently interrupted then you will want to have a backup or alternative plan so that you can make all deadlines.

Drop Course Policy
Students should take responsibility for dropping themselves from the course according to University policy should this become necessary.

University Specific Procedures

ADA Statement – 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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Go to the following email address: StudentDisabilityServices@tamuc.edu

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

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE/CALENDAR

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 e-mail and in Announcements. I reserve the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that 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 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.

WEEK #1—The Nature and Extent of Delinquency

Monday	Read the syllabus carefully. Post a Week #1 Introduction where you introduce yourself, accept the conditions of the syllabus, agree to the Rules of Netiquette, and answer the course-related 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 **Readings from the Text** Agnew & Brezina: Chapters 1-4
Tuesday	Complete first-week Introduction/Question
Thursday	Discussion #1 due
Friday	Complete course pre-test
Saturday	Comments for Discussion #1 due

WEEK #2—Theories of Delinquency part 1

Monday	This week's readings cover information related to theories of delinquency. **Readings from the Text** Agnew & Brezina: Chapters: Chapters 5-10
Thursday	Discussion #2 due
Saturday	Comments for Discussion #2 due

WEEK #3—Theories of Delinquency part 2

Monday	This week's readings will cover additional theories of delinquency. **Readings from the Text:** Agnew & Brezina: Chapters: Chapters 11-12
Wednesday	Exam 1 covering chapters 1-12
Thursday	Discussion #3 due
Saturday	Comments for Discussion #3 due

WEEK #4— Research on Causes of Delinquency

Monday	This week's readings will cover topics surrounding major research on the causes of delinquency. **Readings from the Text** Agnew & Brezina: Chapters: Chapters 13-18

Thursday **Friday**	Discussion #4 due Final Paper due by 11:00PM CST **Complete course post-test**
Saturday	Comments for Discussion #4 due

WEEK #5—The Control and Prevention of Delinquency

Monday	This week's readings will cover topics including policies and programs in delinquency. **Readings from the Text** Agnew & Brezina: Chapters: Chapters 19-25
Wednesday	Exam 2 covers chapters 13- 25
Saturday	**Last Day of Class**

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