



Course Syllabus

CJ 328.01W
Juvenile Justice Systems
Spring 2018 – January 16- May 11
Online

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Class Location: Virtual

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required Reading:

Bartollas, C. and Miller. S.J. (2017). *Juvenile Justice in America*. 8th ed. Cengage Learning.
ISBN13: 978-0-13-416375-8 ISBN- 10: 0-13-416375-3

Other materials as maybe assigned and located in DocSharing in ECollege

Course Description:

An overview of the American juvenile justice system with an emphasis on contemporary themes of its different aspects including; school violence and drugs. It will explore the juvenile justice system from arrest through intake, prosecution, adjudication, and dispositions. It will also cover the organization, processes, and functions of the juvenile justice system in the United States, its historical antecedents, and contemporary challenges. Consideration is also given to sociopolitical factors in juvenile justice decision-making including surveys of juvenile law, and a comparative analysis of adult and juvenile justice systems. Recommended prerequisite courses: CJ 101 or SOC 1301.

Student Learning Outcomes:

1. To demonstrate an understanding of core concepts of juvenile justice, criminal justice and criminology, and cultural studies as applied to juveniles within the justice

system. This will be achieved through a combination of written and discussion-based activities.

2. To demonstrate the academic skill of researching a topic reflective of juvenile justice through creating discussion board peer comments.
3. To apply the core concepts by reflectively and informatively contributing to dialogues on a variety of topics including but not limited to measurements and nature of delinquency, gender differences, gangs, juvenile probation, police interaction and adult court decision-making including aftercare.
4. To demonstrate an understanding of how historical and cultural context contributes to one's consideration of issues of in juvenile justice.

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 homework assignments, in-class activities, and quizzes/exams. Below is an explanation of each course requirement including due date, assignment instructions, and other information.

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 evaluation

these sources/factual information in the context of what you have been asked to discuss/evaluate.

When posting discussions, preparing homework assignments, and taking exams, use the following to help you critically think through the question being asked. You will be graded (in part) on how well you perform these tasks.

- 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. Do not 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.

This course also requires that you utilize APA citation format for all discussions/ assignments/exams. See Course and University Policies/Procedures for more information on how to cite using APA.

Discussion Posts: (10 discussion posts @ 20 points each = 200 course points) **Student Learning Outcomes #1, #3, and # 4:** The student will obtain a basic understanding of important issues in criminal law. The student will learn to utilize critical thinking skills. The student will learn how to apply course concepts to ‘real life’ criminal law issues. The student will be an active and engaged participant in discussion forums by analyzing and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

The discussion forums are related to the chapter readings and other materials. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an **ongoing** discussion/debate with your classmates. Your contributions to the discussion forums will be graded for **quality, timeliness** of your contributions, and a **detailed analysis** linking together theory (readings) to application (activities/‘real life’ CJ/criminal law issues).

Some Discussion posts will be posted within the first day class. The content of these posts may be found in eCollege (See below under Technology Requirements for more on accessing/turning in assignments using ECollege). Initial responses to discussions are due Thursdays by 11PM CST. Comment/Peer Posts are due by **11:00PM CST** on Saturdays by 11PM CST.

You are required to answer the discussion questions using your textbook/additional materials (if applicable/required) as your primary source(s). Additional source materials are always welcome and should be cited accordingly and are sometimes required in order for you to complete the assignment. Please read the assignment directions carefully.

Your main posts/initial response to the question should be **A MINIMUM** of 250 words in length. Please keep in mind that **ALL** posts must be substantive and meaningful. Proper grammar and word usage are required. I will take this opportunity to remind you that your discussion posts are formal assignments and will therefore be graded as such. Proofread and spell check prior to submission. Cite all initial responses with reference(s) in correct APA format.

Comment Posts: (20 posts @ 5 points each = 100 course points)

Student Learning Outcomes #1, #3 and # 4: The student will learn to utilize critical thinking skills. The student will be an active and engaged participant in discussion forums by analyzing and evaluating information presented within the textbook, external readings/resources, student research, and class activities.

Comment posts are responses you make to the 10 discussion posts that you and your classmates have posted during the course. **You are to post two (2)** substantive peer comments for each discussion question and not all on the same day. Comment posts should be a **MINIMUM** of 100 words in length.

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, timeliness** of your contributions, and **relevance**.

NO LATE COMMENTS ARE ACCEPTED. Specifically, for each discussion board, you are expected to be visible a minimum of two days. All discussion and comments on one day will result in the downgrading of points.

Please note that comments will be tallied by me and entered into the gradebook on an ongoing basis. This will allow students to 'follow' their comments grade in real time.

Assessment Method: Discussion assignments will be graded using the Discussion Post/Comments Grading Rubric provided in Appendix A in docsharing.

Examinations: Student Learning Outcomes #1-8

There will be two (2) major examinations worth 100 points each. The exams may include multiple choice, true/false and short answer or essay 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 take the make-up exam immediately following the final exam on the same date. Exams will be 1 hour in length and will be accessible for a 17-hour period beginning at 6:00 AM until 11:00 PM CST that evening. 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.

CRITICAL THINKING PAPER: Student Learning Outcomes #2, #3, #4 and #5. Students will write a 10 page (typed, double-spaced, 12 pt. font) critical thinking paper on a subject of juvenile justice based on the comprehensive course content and focused on a topic that **you must provide to me in advance of midterm.** The paper will address one of the major components of the juvenile justice system and will indicate the pros and cons of your topic based on literature and research and data (this is **NOT** an opinion paper). Where juvenile justice principles/rules/policies are found to be weak or lacking, the student will offer a "counter proposal" that is better. The paper is worth 100 points and is due at via e-college drop box by **11:00 PM CST on April 10, 2018.** APA formatting is expected. You will be given prohibited websites.

EXTRA CREDIT: Do not ask, there will not 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)

EXPECTATION: This is a 300-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. The required course paper is to be submitted via drop-box in the e-college system. No email assignments will be read or accepted.

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. However, I also do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments. To that end, I have developed a policy on late work. Please note that this policy **applies ONLY to your research paper** assignments and not to quizzes and exams. Late papers will be accepted after the due date and time up to 1 day (24 hours) late. Twenty (20) points will be deducted from all late assignments. Late is any time after **11PM CST** on the date the assignment is due. Assignments submitted more than one day late and emailed assignments **will not** be accepted/graded.

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://owl.english.purdue.edu/owl/resource/560/02/>
www.library.cornell.edu/resrch/citmanage/apa

GRADES: Final grades will be based on the two exams (100 points ea. =200 pts.); critical thinking paper (100 pts) and discussion/comments (200pts.). The following grading scale will be used to calculate final grades:

Assignment Type	# of Assignments	Point Value	Total Points
Examinations	2	100	200
Critical Thinking paper	1	100	100
Discussions	10	20	200
Comment posts	20	5	100
TOTAL			600

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 = 600

A = 90% - 100% (600-540 pts)
B = 80% - 89% (539-480 pts)

C = 70% - 79% (479-420 pts)
D = 60% - 69% (419-360 pts)
F = Below 60% (<359 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.

TECHNOLOGY REQUIREMENTS

The following hardware and software are necessary in order to use ECollege:
 Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
 Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, ECollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
 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.
 For those of you who are not familiar with ECollege, I **strongly** suggest you take the tutorial offered online. Should you have any questions, feel free to contact the personnel in Technology Services.

ACCESS AND NAVIGATION

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 <https://leo.tamuc.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu. Once you log in to eCollege, click on My Courses and select CJ 328.01W— Juvenile Justice Systems.

Please note that this is an online course and as such, all aspects of the course (including assignments/discussions/comments/exams) will be submitted/completed through eCollege. Your grades will also be available in eCollege.

This class will run continuously for 15-week schedule absent spring break. After logging in to the course, students will notice that the daily/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 day/unit content area.

Students should then click on the lecture link (when lectures are posted) and take the time to read the material I have posted. The lecture is an attempt to integrate information from the course readings and includes information from the text/readings as well as other information that I consider important to your understanding of the subject matter.

Students will complete discussions by clicking on the **Discussion** link that will be visible if a discussion forum is scheduled for that week (students will know if discussions are required based on information contained in Daily Tasks and in the syllabus). At that time, students will be able to read the discussion question and post accordingly (keep in mind that some discussion forums are open and available for posting on January 16th—the first day of class).

Students should pay particular attention to the requirements for discussion posts as outlined in the syllabus. Students should plan to respond to the posted online course discussion questions with an original discussion post (Discussions) and by replying to their colleagues' posts in the discussion forum (Comments).

Students will complete assigned exams by clicking on the **Exam** link that will be visible if an exam is scheduled for that day.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

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

Students who wish to discuss an issue with me personally should do so through Email. Students are encouraged to discuss issues/questions that are relevant to the class through the eCollege

Virtual Office.

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

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, How to post to discussions etc...)

For assistance with the library: To access the Library databases and Library tutorials you must open a separate browser session. Minimize your eCollege session and open another browser window going to the Library's web site directly: <http://www.tamuc.edu/library> not from within eCollege.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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- Room 132

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

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Course Specific Procedures

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:

This reading schedule is tentative and I reserve the right to modify it, with notice, as needed during the semester. Please be advised that we will cover approximately one chapter every week in the order they appear in your text. All alterations to the schedule will be announced in class and posted as an announcement in e-college and it is your responsibility to be aware of these changes.

WEEK #1—January 16th

Class begins-- **Read** the syllabus carefully.

Read chapter 1: Juvenile Justice.

Post a Week #1 Discussion where you introduce yourself and accept the conditions of the syllabus/agree to the Rules of Netiquette/answer the discussion question (this does NOT count as part of your discussion/comment grade). **Must be posted by day 2 of this course.**
The link to the Rules of Netiquette may be found under Course and University Procedures/Policies under Student Conduct

WEEK #2—January 22nd

READ: Chapter 2: Measurements and Nature of Crime Discussion #1

Due by Thursday Comments Due by Saturday

WEEK #3—January 29th

READ: Chapter 3 Causes of Juvenile Crime

Discussion #2 Due by Thursday

Comments due by Saturday

WEEK #4—February 5th

READ: Gender and Juvenile Justice- Chapter 4

Discussion #3 Due by Thursday Comments due by Saturday

WEEK #5—February 12th

READ: The Police- Chapter 5

Discussion #4 Due by Thursday Comments due by Saturday

WEEK #6—February 19th

READ: The Juvenile Court-Chapter 6

Discussion #5 Due by Thursday Comments due by Saturday

WEEK #7—February 26th

READ: Juveniles in Adult Court -Chapter 7

WEEK #8—March 5th

READ: Juvenile Probation- Chapter 8

Exam 1- March 7th accessible once between 6am-11PM

March 12th

NO CLASS—SPRING BREAK

WEEK #9—March 19th

READ: Community Based Programs- Chapter 9
Discussion #6 Due by Thursday Comments due by Saturday

WEEK #10—March 26th

READ: Juvenile Institutionalization- Chapter 10

READ: Juvenile Aftercare- Chapter 11
Discussion #7 Due by Thursday Comments
due by Saturday

WEEK #11—April 2nd

READ: Treatment Technologies– Chapter 12

WEEK #12—April 9th

READ: Juvenile Gangs- Chapter 13
Discussion # 8 Due Thursday
Comments due on Saturday
Critical Thinking Paper DUE via eCollege week 12 by 11:00PM on April 10th

WEEK #13—April 16th

READ: Special Juvenile Offender Populations Chapter 14
Discussion # 9 Due Thursday
Comments due Saturday

WEEK #14—April 23rd

READ: Juvenile Justice in the 21st Century Chapter 15
Discussion # 10 Due by Thursday Comments due by Saturday

WEEK #15—April 30th

Reading Week

WEEK #16—May 7-11

Final Exam Week- *****Final Exam: Cumulative on May 7, 2018 and will be accessible between 6am- 11pm CST.**

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

Appendix A

Discussion Assignment/Comments Grading Rubric

Discussion Post (30 points)

Assignment instructions: Student follows the assignment directions /5

Analysis: Student evaluates the issue/situation sufficiently to demonstrate an understanding of the material /10

Critical thinking: Student employs critical thinking skills /5

APA format: Student provides citations in proper APA citation format /5

Grammar/Word usage: student uses proper grammar and word usage /5