**Juvenile Delinquency**

**CJ 201**

**Winter Term 2017**

**Instructor – Tom Johnson**

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**Course Syllabus**

Welcome to CJ 201, Juvenile Delinquency.

Class time will be structured between lecture, discussion, guest speakers, and class activities. Your attendance, attention, and participation are ESSENTIAL for a rewarding learning experience. Good luck!

**COURSE DESCRIPTION:** This course will review juvenile delinquency, its causes, treatment modalities, the juvenile justice system and juvenile delinquency’s impact on society.

**COURSE OBJECTIVES:**

􀂃 Review basic premises of juvenile delinquency

􀂃 Review juvenile delinquency theory

􀂃 Review juvenile system response to delinquency

􀂃 Review basic delinquency prevention strategies

􀂃 Review current trends and developing issues in juvenile corrections

**TEXTBOOK: Juvenile Delinquency: Theory, Practice, and Law, 12th Edition** byLarry J. Seigel and Brandon C. Welsh.

**METHODS OF INSTRUCTION:** lecture, class discussion, class activity, and guest speakers.

**METHODS OF EVALUATION:** weekly assignments, class participation, project paper and final examination.

**PREREQUISITE:** none.

**ABOUT THE CLASS:** Considering classes are in blocks, I prefer class time to be interactive. That is, limited lecture time and extensive class discussion regarding material in the textbook. Most classes will involve an activity in which students will work in groups to address an assignment regarding course material. We will have guest speaker(s) from the juvenile corrections system. In order to be prepared for discussion, students must READ the material prior to class discussion. The syllabus provides a schedule for chapters to be read, week by week.

You will notice we are using a “collaborative classroom”, designed to promote interactive learning (*aka* active learning). This means we will be engaged in discussion, reflection and problem solving through work groups at your tables. All students will need internet access for research and preparation. You may use your own laptop/tablet. Tablets are available in the classroom if needed. You will need your LBCC log-in and password.

**CLASS PARTICIPATION:** My experience has taught me that students learn in

different ways at different rates. However, students learn most from DOING as

opposed to listening or watching.

Corrections is a social science. However, social science is NOT an exact science. Therefore, there is room for varying opinions and philosophies. To be successful in any social science field of endeavor, one must be tolerant and open to new information, which may conflict with personal or professional beliefs. The following are “ground rules” for this class:

* I have high expectations about student participation. I expect students to offer thoughts, opinions, and views in a courteous, respectful, and considerate manner. 10% of your grade is based on participation in discussion and class activities.
* The format of the class may prompt students to share personal information. You may share of your own choice.
* Please understand that PUT-DOWNS, CRITICISMS AND/OR

PERSONAL INSULTS WILL NOT BE TOLERATED.

* Be respectful and courteous with all information shared.
* Do not interrupt or talk over fellow students or the instructor, avoid side conversations.
* Contribute to discussion, do not dominate or attempt to control discussion.
* Debate, do not argue. If you have point to make, make it, but be prepared to receive contrary feedback, Be prepared to defend your point.
* ***Life experience*** does not necessarily define the expert.
* Subject matter for this class may be challenging and disturbing. If a student becomes uncomfortable with the content of the class information or discussion, it is that student’s prerogative and responsibility to contact me. All appropriate and suitable accommodations will be made.

**WEEKLY WRITING ASSIGNMENTS:** Every Wednesday, beginning January 18, students will submit answers to specified ***Questions for Discussion*** or ***Viewpoint*** questions from the textbook (these are located at the end of each chapter) reading assignment. The questions to be answered are listed in the syllabus, week-by-week. course reading schedule. Your weekly reading assignments are structured to prepare you, in advance, for class participation and discussion. Writing assignments pertain to past week’s chapter and subject matter.

Be BRIEF but COMPREHENSIVE in answering weekly questions. Pay attention to phrases such as “how”, “discuss” or “explain” as you construct your short answer. Answers are to be no more than 2 pages, typed, double-spaced and in 12 font. Students will forward writing assignments to the instructor’s email address. Please utilize google docs and *invitation to edit*. Be sure to identify your answer by chapter and question #.

There are 9 weekly assignments, worth up to 50 points each. Students turning in all assignments ON TIME will receive a 50 point bonus at the end of the term.

The most important aspect of weekly assignments (as well as your project) is communicating how course materials influence your perspective. I am not interested in what another text, study or research paper has already stated about a particular subject. I am more interested in your INTERPRETATION of that material.

Some writing assignments may require an informal bibliography; ***the source, author, publisher, and date published***. If you use an internet article, please provide the ***http*** or website source.

* Assignments turned in late will not be fully accepted unless arrangements are made ***PRIOR TO THE DUE DATE***. Late papers submitted afterthe due date may receive up to ***HALF*** possible credit.
* Assignments may be resubmitted once for potentially higher score.
* Spelling and grammar are important. Be sure to use a dictionary/spell check when composing written assignments. I will correct spelling and grammar errors on writing assignments. Spelling and grammar will affect your grade.

**WEEK BY WEEK:** Course Reading/Writing Schedule

January 11 - orientation, review chapter 1

January 18 - Reading assignment - chapters 1&2

Weekly assignment due - ***Question # 2, page 35, please research and cite one additional outside source to support your answer***

January 25 - Reading assignment – chapter 3

Weekly assignment due - ***Question #1, pg. 69***

February 1 - Reading assignment – chapter 4

Weekly assignment due - ***Question # 3, page 120***

February 8 - Reading assignment – chapter 5

Weekly assignment due – ***How is poverty correlated with delinquency? Please research and cite one additional outside source to support your answer.***

PROJECT DRAFT PAPER DUE

February 15 - Reading assignment – chapter 6

Weekly assignment due - ***Question # 4, page 200, please research and cite one additional outside source to support your answer***

February 22 - Reading assignment – chapters 7&8

Weekly assignment due - ***VIEWPOINT, page 235, explain Luis’s behavior from a developmental perspective***

March 1 - Reading assignment – chapters 9

Weekly assignment due - ***Question # 2, page 311,*** ***please research and cite one additional outside source to support your answer***

PROJECT DUE

March 8 - Reading assignment - chapter 10&11

Writing assignment - ***Read*** ***Viewpoint, pg. 358, Describe methods would you recommend to address the gang problem in the Albany OR area. You will need research the current gang problem in Albany. Utilize and cite outside sources.***

[***http://www.insideprison.com/regional\_gang\_activity\_county.asp?ID=2252***](http://www.insideprison.com/regional_gang_activity_county.asp?ID=2252) ***is one helpful website.***

March 15 - Delinquency Prevention

Reading assignment – chapter 12

Writing assignment - ***Question # 2, page 427***

March 22 - Final

**PROJECT!!! Due March 1, 2017:**

What is the ***MOST*** prominent ***link(s) to*** delinquency? There are many theories and explanations. In this project, you will be faced with **framing a basis**and then arguing your case. You will use the link(s) (aka DELINQUENCY RISK FACTORS or CORRELATIONS) to frame your argument. Examples could include, but not be limited to: family, biology, socioeconomics, peers, diet, parenting, early child abuse, lack of education, substance abuse, etc. Remember, there is not one root CAUSE of delinquency. However, there are many assumed and known links that attribute to delinquency. Your job is to identify the link(s) that best explain delinquency in our culture.

Be very cautious in framing your basis as you will need to be convincing and thorough in your explanation. **You will need to provide the following information, in narrative form, using the 4 themes below:**

**1) Hypothesis -** *“…a proposed explanation made on the basis of limited evidence as a starting point for further investigation; a proposition made as a basis for reasoning, without any assumption of its truth.* You will identify link(s) that provide your basis for delinquency. Your hypothesis is a “declaration” of what your paper will be about.

**2) Explain your hypothesis -** Narrative using facts, research, expert analysis and your interpretation.

*(tips)*

> “Plead your case” but avoid offering opinion not supported by data or evidence..

> Compare/contrast your link(s) to other known link(s) you did not select that are commonly attributed to delinquency. Why are your link(s) more prominent?

> If you select multiple links, explain how they relate to one another thus increasing the probability of delinquency.

**2) Theory** - Explain how your ***link(s)*** is supported by a recognized behavioral theory(s).

**3) Statistics/Data** - Explain how statistical data backs your ***link(s)***. Cite research that verifies your hypothesis. Link the statistical data/research to your ***link(s).***

**4) Application –**How does your ***link(s)*** apply to most profiles of juvenile delinquents? Give examples utilizing each profile below:

**>** the chronic offender **>** substance abuse offender **>** violent offender

A draft for your project is due February 8, 2017. Simply provide a brief overview for each theme (hypothesis, theory, statistics/data, application) that represents your purpose and intent. 2-3 pages, double-spaced, 12-font. ***You MUST cite references***.

Project should cover 5-7 pages, double-spaced, 12-font.

**GRADING:** 1000 points are possible

WEEKLY WRITING ASSIGNMENTS 500 points }

PROJECT DRAFT 50 points }

PROJECT 200 points }

FINAL EXAM 150 points }

CLASS PARTICIPATION 100 points } --------------

1000 points

**GRADING SCALE:**

A – 910-1000 points

B – 820-909 points

C – 730-819 points

D – 640-729 points

**ATTENDANCE:**

*CLASS ATTENDANCE IS MANDATORY* for a passing grade. Class roll will be

taken. Class absences will impact your grade as follows:

3 absences – 40 points 4 absences – 60 points 5+ absences – incomplete grade

**PERFECT ATTENDANCE BONUS:** Students marked with perfect attendance (no leaving early for any classes!) will earn 40 points toward their final point tally.

**EXTRA CREDIT:** One writing assignment, three pages in length (double-spaced,

12 font) based in research regarding a specific subject requested by the student and pre-approved by the instructor. Extra credit papers will be worth up to 25 points. Last date to submit an extra credit paper will be March 1, 2017.

**CENTER FOR ACCESSABILITY RESOURCES (CFAR):**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.