## Introduction to Juvenile Corrections

**CJ 230**

**Fall Term 2016**

**Instructor – Tom Johnson**

**(Email – johnsoto@linnbenton.edu)**

**Course Syllabus**

Welcome to CJ 230, *Introduction to Juvenile Corrections*.

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 provides students a general introduction to the study of juvenile justice. The course provides a historical perspective of juvenile corrections then moves to providing information on the nature and extent of juvenile crime, crime causation, significant juvenile court acts, juvenile justice procedures, key figures in juvenile court proceedings, prevention/diversion, disposition, child abuse/neglect, violent juveniles/gangs and a discussion of the juvenile corrections system future. The course will also focus on the prevention and social control of delinquency as it pertains to law enforcement, courts and corrections in the United States and abroad.

**COURSE OBJECTIVES:**

􀂃 Review basic premises of the juvenile corrections system

􀂃 Review juvenile delinquency theory

􀂃 Review juvenile corrections system basic functions

􀂃 Review basic functions of juvenile corrections facilities, juvenile courts,

 and probation/parole.

􀂃 Review current trends and developing issues in juvenile corrections

**TEXTBOOK:** Juvenile Justice; A Guide to Theory, Policy and Practice/8th edition

**METHODS OF INSTRUCTION:** lecture, class discussion, class activity, and

guest speakers.

**METHODS OF EVALUATION:** weekly take home assignments (THA), final examination,

class participation, and project paper.

**PREREQUISITE:** none.

**ABOUT THE CLASS:** Considering classes are in blocks, I prefer

class time to be interactive with limited lecture time and extensive class

discussion regarding textbook material. 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. We will ***not*** cover all chapters in the text. The syllabus provides a schedule for chapters to be read, week by week.

**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.

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

taken. Class absences will impact your grade as follows:

3 absences – 40 points

4 absences – 60 points

More than 4 absences – incomplete grade

**ASSIGNMENTS (overview):** Assignments can be submitted by email.

The most important aspect of the writing assignments is 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. Please pay close attention to each assignment’s request. I will specify what information is to be included. However, at no time will I be looking for a restatement of what is already obvious. 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.

**WEEKLY ASSIGNMENTS:** Every Tuesday, beginning October 4, students will answer ***Critical Thinking Question(s)*** from the text reading assignment. The questions to be answered are listed above in the week-by-week course reading schedule.

Be BRIEF but COMPREHENSIVE in answering these questions; no more than 2 pages double-spaced in 12 font should suffice. Pay attention to phrases contained within the question, such as *“how”, “discuss” or “explain”* as you construct your short answer. Utilize one source outside the textbook to answer each question. Be sure to list your source.

There are 9 weekly assignments. Students turning all assignments ON TIME will receive a 50- point bonus at the end of the term.

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. Submitting papers via email is allowed and encouraged.

Spelling is important. To be successful in this field, one must be able to spell and

use proper grammar. Be sure to use a dictionary/spell check when composing written assignments. I will correct spelling and grammar errors on writing assignments. Spelling and writing will affect your grade.

**WEEKLY JOURNALING:** Students will journal one paragraph each week, submitted to the instructor through email. The journal entry will pertain to subject matter the student found *interesting or significant* from the prior week's instruction (lecture, text, class activities) and how the subject matter is important in juvenile corrections. Following the paragraph, the student will frame one question regarding the subject matter for the instructor to review in the next class. Journal entries are due each Tuesday before class, beginning October 4 through Dec. 6.

**WEEK BY WEEK:** Course Reading Schedule

Sept. 27 - Introductions, orientation, review of syllabus, Chapter 1

October 4 - Chapters 2 & 4,

Weekly assignment question: pg. 16, question 1

October 11 - Chapters 3 & 12

Weekly assignment question: pg. 76, question 2

October 18 - Chapters 6, 7, 8,

Weekly assignment question: pg. 162, question 4

October 25 - Chapters 9

Weekly assignment question: pg. 233, question 3

November 1 - Chapter 10, ***Tour of Linn-Benton Juvenile Detention Facility (mandatory)***

 Weekly assignment question: pg. 263, question 1

November 8 - Chapter 11,

Weekly assignment question: pg. 290, question 2

November 15 - Chapter 11,

 Weekly assignment question: pg. 290, question

November 22 - Juvenile correctional facility functions

Oregon Youth Authority defines its mission as follows: *The Oregon Youth Authority's mission is to protect the public and reduce crime by holding youth offenders accountable and providing opportunities for reformation in safe environments.*

Utilize the following link: <http://www.oregon.gov/oya/Pages/facility_services.aspx> to answer the following question:

**O.Y.A. describes a *full range of supportive services for youth* in this section. How do these services support the agency mission? (100 points)**

November 29 - Juvenile correctional facility functions

Using the same link as last week to answer the following question:

**Explain the differences between an Oregon Youth Authority correctional facility and a transition/work study facility.**

December 6 - Final Exam

**PROJECT!!! Due November 22, 2016:**

One of the prevailing topics in juvenile corrections today isjuvenile offendertransfer (also known as*waiver*) to adult court. In Oregon, revised statute (ORS) 137.700 carries out the intention of 1994’s ***Measure 11***. In summary, 1994’s ***Measure 11*** was an initiative approved by Oregon voters to impose mandatory minimum sentences for person-to-person offenders, including juvenile offenders ages 15, 16 and 17. The law requires those juveniles to be sentenced as adults. Measure 11 requires offenders to serve every day of their sentence, incarcerated, with post-prison supervision following completion of the sentence. Some circumstances may allow a juvenile sentenced under Measure 11 to receive a “second look” by the court with the potential to reduce the length of their incarceration.

In this project, you will research and explain Measure 11. Your objective in this 3-5 page paper (12 font, double-spaced) is to “tell the story” of Measure 11 while answering the following questions:

* What factors led up the proposal and passing of Measure 11 by Oregon voters? (consider crime rate, public safety, citizen perspective, political implications)
* What is Measure 11’s primary goal? From a legal standpoint, how does it compare and contrast to the philosophy of the Oregon’s juvenile corrections system?
* Has Measure 11 been effective in impacting crime? If so, how? Provide research and statistics that support your contention.
* What is the “second look”? To which offenders (based on conviction) does it apply? Why was the second look established?
* How did Measure 11 change the operations of the state of Oregon’s law enforcement, courts and corrections systems.
* Discuss the overall impact of Measure 11 on youth offenders sentenced under its guidelines. Is the impact you define the ***intended*** impact of the law?
* Has Measure 11 met its objectives? Explain.

The MOST important aspect of this assignment is your perspective and conclusions while answering each question listed above. Please pay close attention to the assignment’s requests. A good source for this project is the ***Oregon.Gov*** website to research the law and its application. There are many other sites available. Provide a complete bibliography.

A DRAFT of your project is due October 27, 2015 (50 points). double-spaced, 12-font. The draft can be a few sentences for EACH bullet above as to what you have found to be relevant as well as the references you will use to answer the question. ***You MUST cite ALL references***.

**GRADING:** 1000 points are possible

WEEKLY ASSIGNMENTS 500 points }

WEEKLY JOURNAL 100 points }

PROJECT 100 points }

FINAL EXAM 200 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

**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 November 22, 2016.

**WEEKLY ASSIGNMENT BONUS:** There are 9 weekly assignments. Students turning all assignments ON TIME will receive a 50-point bonus at the end of the term.

**The LBCC Office of Disability Services and YOU!** The Office of Disability Services (ODS) provides reasonable accommodations, academic adjustments and auxiliary aids to ensure that qualified students with disabilities have access to classes, programs and events at Linn-Benton Community College.

Students are responsible for requesting accommodations in a timely manner.  To receive appropriate and timely accommodations from LBCC, please give the Office of Disability Services as much advance notice of your disability and specific needs as possible, as certain accommodations such as sign language interpreting take days to weeks to have in place.

Contact the Disability Coordinator at Linn-Benton Community College, RCH-105, 6500 Pacific Blvd. SW, Albany, Oregon 97321, Phone (541)-917-4690 or via Oregon Telecommunications Relay TTD at 1-800-735-2900 or 1-800-735-1232.

The ODS provides assistance to students who have documented disabilities by:

* Reviewing documentation to confirm eligibility
* Identifying appropriate accommodations
* Coordinating services in the classroom
* Providing support i.e. assistive technology, testing accommodations, and others
* Success coaching and advocating

If you have a disability and feel that you will need accommodations as a student at Linn-Benton Community College, ODS is here to support you.

**What is a Disability?**

The definition of disability set forth in the Americans with Disabilities Act of 1990 does not distinguish between type, severity, or duration of the disability. **It states:** "The term 'disability' means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such impairment; or being regarded as having such an impairment."

[**OSU, Services for Students with Disabilities**](http://ds.oregonstate.edu/) (Disability Access Services)