**Intro. to Juvenile Corrections**

**CJ 230**

**Fall Term 2020**

**Instructor – Tom Johnson**

**(Email – johnsoto@linnbenton.edu)**

**Course Syllabus**

Welcome to CJ 230.

**COURSE DESCRIPTION/OBJECTIVES:** This course provides students a general introduction to the study of juvenile justice. The course begins with a history of juvenile justice in the United States. It will cover the latest information on our nation's system of juvenile justice, adolescent brain development, culpability and the connection between youth maturation and delinquency. We will also explore laws, statutes and federal guidelines governing the system's functions. Knowing juvenile court functions (policy, procedure) and juvenile justice agency tasks is crucial to understand how the pieces fit together. Lastly, we will review prevention and social control of delinquency as it pertains to law enforcement, courts, and corrections.

* Gain knowledge of basic premises of the juvenile corrections system
* Gain knowledge of basic juvenile corrections system functions
* Gain knowledge of juvenile correctional facilities,
* Gain knowledge of juvenile courts and juvenile probation/parole practices.
* Gain knowledge of current trends and developing issues in juvenile corrections

**TEXTBOOK:** There is no textbook for this course. Instructor will provide handouts and links to articles as indicated in “week-by-week” section of the syllabus.

**METHODS OF INSTRUCTION:** Instructor videos, Discussion board, weekly forum, individual tutoring and direction

**METHODS OF EVALUATION:** weekly assignments, participation, exams, discussion posting.

**PREREQUISITE:** none.

**ABOUT THE CLASS:** This is an online class. In order to be prepared for discussion, students must READ the material. The syllabus provides a schedule for reading week by week.

I will forward students a video every Sunday evening that provides an overview of the week's subject matter as well as the weekly assignment. Students are encouraged to respond with questions. These questions can either be posted on Moodle with the full class copied or submitted individually.

**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. That will be difficult for an online class. I ask we all do our best.

**ONLINE LEARNING EXPECTATIONS**

* Participate in online courses according to the syllabus and schedule posted by your instructor. This course has a regular schedule of activities and assignments and is not self-paced.
* Comply with LBCC’s [Students’ Rights, Responsibilities, and Conduct](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct.php).
* Be familiar with important dates in the course calendar.
* Keep the [Student Help Desk's contact information](https://www.linnbenton.edu/current-students/involvement/lbcc-student-email/contact-the-student-help-desk.php) accessible in case of technical issues.
* Learn to use the Internet, computers, email and word-processing software.
* Read the course syllabus and participate in class according to the schedule posted in the course.
* Ask your instructor for clarification on anything you don’t understand
* Ask for help; your instructor is here for you.
* Maintain courtesy and respect toward your classmates, instructors, and college employees.
* Use appropriate [netiquette](http://cf.linnbenton.edu/wed/dev/agnewv/upload/Online%20Etiquette.pdf) in all online communication.
* Inform your instructor of accommodations approved by [CFAR](https://www.linnbenton.edu/current-students/student-support/center-for-accessibility-resources/).
* Take responsibility for computer problems that prevent you from accessing your course or completing assignments.

**CLASS POLICIES**

**Instructor Responsibilities:**

As the Instructor, I will have an online presence in the Moodle classroom daily, prepared and ready to teach. I will be available to support student learning when requested by students. I will hold students accountable by following through with course objectives and syllabus content. I will strive to maintain an online classroom environment that encourages respectful discussion and behavior that enhances the learning of a diverse student population both online and in a physical classroom. I will grade assignments in a timely manner and give appropriate feedback.

**Student Responsibilities:**

As the Student, you will be prepared to take an active role in your own learning. You will complete the required online assignments on time. You are responsible to ask for assistance from me if you need clarification, or to utilize the myriad of support services available to students on campus. You are responsible for all course work assigned as outlined in this syllabus and as modified by me throughout the course. ***You are responsible for checking your LBCC email account daily.*** You will be respectful of self and others at all times. This entails using appropriate language in online discussions, adhering to campus-wide policies, and observing class and instructor "ground rules."

**Guidelines for communication:**

Moodle has its own messaging feature. Students are encouraged to use it. Otherwise, email your instructor at johnsoto@linnbenton.edu anytime.

**Attendance/Participation:**

Attendance is mandatory. In an online class, the only way to take attendance is by participation in the weekly discussion forums.

2 absences – 20 points 3 absences – 30 points 4+ absences – incomplete grade

**Participation** is "measured" by student engagement: *regularly checking Moodle, submitting assignments on time, providing information as requested in assignments and posts, submitting questions to the instructor.*

**Coursework:**

* WRITING ASSIGNMENTS: There are **ten** **weekly assignments** as seen in Moodle. Be BRIEF but COMPREHENSIVE in completing your writing assignments. **Writing assignments are to be a minimum of 3 pages, double-spaced and in 12 font unless directed otherwise.** These writing assignments are worth up to 50 points each.

 **WRITING ASSIGNMENTS ARE DUE ON EACH THURSDAY BY 11:59 PM**

* LATE PAPERS: Late papers submitted afterthe due date may receive up to ***50%*** possible credit by arrangement with the instructor. Graded assignments may be resubmitted once for potentially higher score, within one week of the due date.
* WRITING EXPECTATIONS: Pay attention to the assignment directions. Notice phrases such as “how”, “discuss” or “explain” as you construct your answer. The most important aspect of writing assignments is communicating how course materials influence your perspective. I am not interested in what a text, study or research paper has already stated. Please use this information but explain your INTERPRETATION of that material and how it pertains to the assignment. Be BRIEF but COMPREHENSIVE in your writing assignments.

 ***\*I will post an example of a strong paper from a prior student***

***(anonymous) for your reference. I have no particular format you should follow. Simply provide the information requested. "More" is not necessarily better. Simplify, simplify....***

* SOURCES/REFERENCES: **ALL** writing assignments *(except online responses to student weekly posts)* requires of ***1 or more*** sources/references (the more, the better) in an informal bibliography; *the source, author, publisher, and date published along with* the *http* *or website source*. If you use an internet article, please provide the *http* or website source.

I DO NOT enforce formal rules for citing sources such as MLA and APA. In your writing, it is expected you defend your statements as opposed to providing your opinion.

An example of "defending your statement" might look as follows (This mock answer

is from an actual assignment in which you will provide probation recommendations for an at-risk youth)**:**

 **Miguel's family has a documented history of dysfunction that contributed to his delinquency. For this reason, I am recommending family counseling. East Tennessee State University/School of Graduate Studies cited research conducted by Price and Kunz (2003),**

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 **Meta-analysis involving 72 studies that involved divorce and juvenile delinquency. The results indicated that children from divorced homes have higher rates of delinquency (status offenses, crimes against person, felony theft, general delinquency, tobacco and drug use) compared to children from intact homes, with the exception of alcohol use.**

Students may resubmit corrected assignments, within one week of the due date, for a potentially higher grade. When resubmitting, be sure the place **“resubmit”** in the title/subject of the email and on the document.

Spelling and grammar are important as any job in social science requires documentation. Be sure to use a dictionary/spell check when composing written assignments. I will correct most spelling and grammar errors on writing assignments. Spelling and grammar will affect your grade. I recommend downloading a grammar-correction program, ***Grammarly.com.*** It’s relatively inexpensive and easy to use.

* Final Exam: A final exam will be due the final Monday of the term, December 7, 2020. I will post your exam one prior to the due date. The exam will be short answer and multiple choice questions. **I will post your exam on Moodle Monday, Nov. 30.**
* **Weekly online discussion** posts are *required*. A discussion question is provided each Monday night on Moodle. Answers need to be a minimum of 250 words, Sources/references must be listed at the end of this post. The title of this post must be your surname, so if your last name is Stevens, you would name it “Stevens” in the “subject” field. (first post due Wednesday, Sept.30). **These posts are worth 10 points each. ONLINE DISCUSSION ANSWERS MUST BE POSTED EACH WEDNESDAY BY 11:59 PM.**

***\*****FYI - information about the juvenile justice system is often confusing, contradictory and counterintuitive at first glance. PLEASE use the online weekly discussion posts to pose any questions you have regarding subject matter. These questions will count toward your attendance/participation score.*

* **Weekly online discussion responses:** You must respond to at least two of your classmates’ weekly posts**.** If your last name is Stevens, you would name these posts “Stevens Response 1” or “Stevens Response 2.” Feel free to identify the post you to which you are responding. Responses do not need to have citations but need to be one or two paragraphs.

Quality response posts are those that invite discussion by presenting opposite viewpoints, adding to the viewpoint presented, or asking further questions. *"I agree with Jane's post"* is not an acceptable response.

As stated earlier, you must provide the "why" as a basis for your agreement or disagreement. PLEASE ***respectfully*** challenge one another. DO NOT demean or insult but provide critical feedback if you your observations differ from your fellow student. THIS DIALOGUE PROMOTES REFLECTION AND IMPROVES LEARNING!!!!!! Response posts are worth 5 points each. **These responses are worth 10 points.** **RESPONSES MUST BE POSTED by 11:59 PM EVERY FRIDAY.**

* Your **weekly class "agenda"**, in summary, is as follows:

 **> *Monday*** *-*Instructor video forwarded,weekly online discussion question is posted on Moodle (beginning September 28)

 ***> Wednesday*** - Student online discussion posts due

 ***> Thursday*** - Student weekly writing assignments due

 ***> Friday*** - Student responses (2) to online discussion posts due

**Grading:**

Weekly assignments (10x50) 500 points

Online Discussion (10X10) 100 points

Response to classmate posts (10x10) 100 points

Attendance/Participation 100 points

Final exam 200 points

                 1000 possible points

**Grades:**

Grades will be figured on a straight percentage based on the total number of points possible. I encourage you to check in with me about your progress throughout the term to maximize your success and minimize any surprises.

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= 59% or below

**Changes to the Syllabus:**

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

**COURSE CALENDAR IS POSTED ON MOODLE**

**COLLEGE POLICIES:**

**LBCC Email and Course Communications**

You are responsible for all communications sent via Moodle and to your LBCC email account.  You are required to use your LBCC provided email account for all email communications at the College.  You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

**Disability and Access Statement**

Use one of three approved syllabus statements located on the [HYPERLINK "https://www.linnbenton.edu/current-students/student-support/center-for-accessibility-resources/faculty-resources" HYPERLINK HYPERLINK "https://www.linnbenton.edu/current-students/student-support/center-for-accessibility-resources/faculty-resources""https://www.linnbenton.edu/current-students/student-support/center-for-accessibility-resources/faculty-resources HYPERLINK "https://www.linnbenton.edu/current-students/student-support/center-for-accessibility-resources/faculty-resources"" HYPERLINK "https://www.linnbenton.edu/current-students/student-support/center-for-accessibility-resources/faculty-resources" HYPERLINK HYPERLINK "https://www.linnbenton.edu/current-students/student-support/center-for-accessibility-resources/faculty-resources""https://www.linnbenton.edu/current-students/student-support/center-for-accessibility-resources/faculty-resources HYPERLINK 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**Statement of Inclusion**

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

**Title IX Reporting Policy**

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717) a violation of our sexual misconduct policy directly to our Title IX Coordinator.  You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

**Public Safety/Campus Security/Emergency Resources:**

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a public safety app available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.