**Introduction to Juvenile Corrections**

**CJ 230 CRN 21825**

**Fall Term 2018**

**Instructor – Tom Johnson**

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**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:**

􀂃 Gain knowledge of basic premises of the juvenile corrections system

􀂃 Gain knowledge of how juvenile delinquency theory connects to juvenile corrections practices

􀂃 Gain knowledge of basic juvenile corrections system functions

􀂃 Gain knowledge of juvenile correctional facilities, juvenile courts,

 and juvenile probation/parole practices.

􀂃 Gain knowledge of current trends and developing issues in juvenile corrections

**TEXTBOOK:** Juvenile Justice; A Guide to Theory, Policy and Practice/9th edition

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

**METHODS OF EVALUATION:** weekly assignments, final examination,

class participation, and project paper.

**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. 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 will need to use your own laptop or a college-assigned tablet. Tablets are available in the classroom. You will need your LBCC log-in and password to operate the tablets.

**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.
* Your cell phone is for class work only. Otherwise, please keep them stored and out of sight.

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

tracked. Class absences will impact your grade as follows:

2 absences – 40 points

3 absences – 60 points

More than 3 absences – incomplete grade

**WRITING ASSIGNMENTS:** There are **6** writing assignments due through the term including your term project (see assignments in appendix). Each assignment is worth 100 points. Project is worth 200 points. Due dates:

October 3 Assignment #1 100 points

October 17 Assignment #2 100 points

October 31 Assignment #3 100 points

November 14 Assignment #4 100 points

November 21 Term project 200 points

November 28 Assignment #5 100 points

Students will utilize research, class activities, class handouts, reference materials on formulate answers to the assignments. Be BRIEF but COMPREHENSIVE in answering in your writing assignments. Pay attention to phrases such as “how”, “discuss” or “explain” as you construct your short answer. Writing assignments are to be no more than 3 pages, typed, double-spaced and in 12 font.

Your weekly reading assignments (see week by week section) are structured to prepare you, in advance, for assignments, class participation and discussion.

Students will forward writing assignments to the instructor’s email address. ***Please utilize***

***google docs and invitation to edit. Be sure to identify the title and date of assignment***.

The most important aspect of writing assignments (as well as your project) is communicating how course materials influence your perspective. I am not interested in what a text, study or research paper has already stated about a particular subject. Use that information but explain your INTERPRETATION of that material and how it pertains to course material to date.

All writing assignments require an informal source (informal bibliography); **the sources- author, publisher, and date published or internet article, please provide the website address, example- *abcnews.go.com/Technology/story?id=3943187***

The textbook or instructor’s lecture is **not** considered a source.

A few things to remember about writing assignments:

* Most questions/assignments are framed for the **prior** week’s reading, class discussion and lecture.
* 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 preferred.
* 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.
* Assignments may be resubmitted once for potentially higher score.
* Graded writing assignments may be resubmitted for a higher grade within seven days of grading.

**WEEK BY WEEK:** Course Reading Schedule and assignments

Sept. 26 - Introductions, review of syllabus, “Culpability” discussion, Chapter 1

October 3 - Chapters 1 (cont’d) & 2 (pp 16-23)

 Assignment # 1 due (see appendix)

October 10 - Chapter 3, Chapter 4 (pp 78-85), Chapter 5 (pp. 117-130)

Additional reading: [Http://www.oregon.gov/oya/newsroom/press\_releases/OYANewApproachJuvenileJusticeApril2015.pdf](http://www.oregon.gov/oya/newsroom/press_releases/OYANewApproachJuvenileJusticeApril2015.pdf)

 <http://clbb.mgh.harvard.edu/juvenilejustice/> (Brain Development)

<https://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth>

October 17 - Chapters 6-7

 Assignment #2 due (see appendix)

 Additional viewing: <https://www.youtube.com/watch?v=ieHAtxbBMzA>

October 24 - Chapter 7 (cont’d)

 Chapter 8 (pp.189-195, 201-204, 210)

 Chapter 9

October 31 - Chapter 10

 Assignment #3 due (see appendix)

November 7 - Chapter 11, 12

***Tour of Linn-Benton Juvenile Detention Facility (mandatory)***

November 14 - Chapter 11, 12

 Assignment #4 due (see appendix)

November 21 - Juvenile correctional facility functions

 <http://www.oregon.gov/oya/Pages/facility_services.aspx>

 Term Project due (see appendix)

November 28 - Juvenile correctional facility functions

 Assignment #5 due (see appendix)

December 5 - Final Exam

**GRADING:** 1000 points are possible

WEEKLY ASSIGNMENTS 500 points }

PROJECT 200 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. Last date to submit an extra credit paper will be November 21, 2018. (25 points)

* A DRAFT of your project (optional) may be submitted on October 31, 2018, 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. ***Cite ALL references*** being considered. Drafts will be returned with feedback. (25 points)
* All assignments submitted on the due date “on time” bonus (25 points)

**APPENDIX (Writing Assignments):**

Assignment #1, DUE October 3: In the assignment, I ask you to answer to following questions. I would suggest each question’s answer be 1-2 paragraphs. The entire assignment should be no more than 3 pages, double-spaced.

1. What is ***culpability (not mentioned in your text)?*** Research the term and define in **your own words** and its definition. How does it play a role in the juvenile justice system?
2. Compare/contrast ***culpability*** to ***age of responsibility***
3. Compare/contrast ***culpability*** to ***parens patriae***
4. Chapter 2 speaks of ***legal*** and ***behavioral*** definitions of delinquency. Give an example of each definition (not the term’s definition) and then explain how legal and behavioral definitions can confuse the definition of delinquency?

CITE OUTSIDE SOURCES

Assignment #2 DUE October 17: Chapter 6 is a pivotal chapter for your understanding of the juvenile system. The chapter speaks to the ***Uniform Juvenile Court Act*** (pp. 395 of your text). The confusing aspect of this act is each state has also developed their own juvenile court procedures. States may broaden their practices beyond the ***Uniform Juvenile Court Act*** but cannot enact practices that are deemed not to reflect Section 1 (Interpretations) of the ***Uniform Juvenile Court Act***.

Please explain how the concept of *Waiver* (pp. 172) is or is not supported by the ***Uniform Juvenile Court Act***

CITE OUTSIDE SOURCES

Assignment #3 DUE October 31: Your text states that the juvenile probation officer role is “ambiguous”.

1. Explain how ambiguity plays a role in the juvenile probation officer job description.
2. Amidst many tasks, the most difficult and essential task of the juvenile probation officer is supervision of probationers. Based to article below, explain one practice you would prioritize if ***you*** were a juvenile probation officer.

<https://jjie.org/2011/09/21/law-enforcement-an-inside-look-at-a-typical-day-on-the-street-with-clayton-county-juvenile-probation-officer-ronaldi-rollins/36876/>

Assignment #4 DUE November 14: Chapter 10 speaks to prevention and diversion programs. One program from the 1970’s “Scared Straight” was originally praised as an effective method to deter youth from future crime (see Deterrence Theory, page 83 of text). Research showed the program actually had no effect on deterring future juvenile crime.

For this assignment, you will compare and contrast “old and new”.

First, watch an episode of *Beyond Scared Straight* at the following link:

<https://video.search.yahoo.com/yhs/search?fr=yhs-mozilla-002&hsimp=yhs-002&hspart=mozilla&p=beyond+scared+straight+full+episode#id=5&vid=b694e9bc9738efcf6493c34799ac12ad&action=click>

Second, re-read (from week 3) the following article which includes evidence-based conclusions on risk factors and protective factors,

<https://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth>

Utilize the table within the article: ***Risk and Protective Factors for Mental, Emotional, and Behavioral Disorders in Adolescents*** to answer the following question:

            1. Explain why this program is not effective in reducing juvenile delinquency.

No need to cite outside sources in this assignment.

Assignment # 5 DUE November 28: For the last two weeks, we have been discussing juvenile correctional facilities. Utilizing the link introduced on November 21: (<http://www.oregon.gov/oya/Pages/facility_services.aspx>) explain how the programs offered in Oregon’s juvenile corrections facilities address (or don’t address?) risk and protective factors listed in the article below we have already used for other assignments.

 <https://youth.gov/youth-topics/youth-mental-health/risk-and-protective-factors-youth>

**PROJECT!!! Due November 21, 2018:**

One of the prevailing topics in juvenile corrections today isjuvenile offendertransfer (also known aswaiver) 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:

1. What factors led up the proposal and passing of Measure 11 by Oregon voters? (consider crime rate, public safety, citizen perspective, political implications)
2. 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?
3. What is the “second look”? To which offenders (based on conviction) does it apply? Why was the second look established?
4. How did Measure 11 change the operations of the state of Oregon’s law enforcement, courts and corrections systems.
5. 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?
6. 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 list of all sources.

**COLLEGE POLICIES**

**Disability services and emergency planning:**

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency should speak with their instructor during the first week of class. If you believe you may need accommodations but are not yet registered with the Center for Accessibility Resources (CFAR), please visit the CFAR Website for steps on how to apply for services or call 541-917-4789.

**LBCC Comprehensive Statement of Nondiscrimination**LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, gender, gender identity, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws. For further information see Board Policy P1015 in our Board Policies and Administrative Rules. Title II, IX, & Section 504: Scott Rolen, CC-108, 541-917-4425; Lynne Cox, T-107B, 541-917-4806, LBCC, Albany, Oregon. To report: <http://linnbenton-advocate.symplicity.com/public_report>

**Know your rights and responsibilities**

LBCC students have rights: the right to free speech, the right to assemble, the right of a free press, etc. LBCC students also have responsibilities to their community: the responsibility to participate and engage in class, the responsibility to advocate for their needs (ask for help), the responsibility to support a respectful teaching and learning environment, the responsibility to treat all persons with respect, the responsibility to be truthful and honest in all work and communications, and the responsibility to follow staff directions, local, state, and federal laws.

Rights and responsibilities balance together to create the best learning environment. For example, while you have free speech in the café or courtyard, in class the instructor decides whose turn it is to talk and what the topics for conversation will be. Students are free to believe what they believe, but instructors may require students to learn and recite concepts, principles, or theories for a class even if the student does not believe those concepts. You play a role in creating a positive community at LBCC.

Please review your rights and responsibilities (<http://linnbenton.edu/go/studentrights>).

If you believe a student is violating your rights, ask to be treated with respect. If that does not cure the situation, report to Associate Dean Dr. Lynne Cox, Takena Hall Rm. 107. If you believe a faculty member or LBCC employee is violating your rights, please report to Human Resources, Scott Rolen, Calapooia Center Rm. 108.