**Juvenile Delinquency**

**CJ 201**

**Winter Term 2019**

**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, 13th 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.

**ABOUT THE CLASS:** Considering classes are in blocks, I prefer class time to be interactive; limited lecture time and extensive class discussion regarding material. We use 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 available for EVERY class (cell phones will not be used for classroom activities).** Tablets are available in the classroom. You will need your LBCC log-in and password to operate the tablets.

To be prepared for discussion, students must READ the material prior to class discussion. The syllabus provides a schedule for chapters and outside information 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 (punctuality, preparation, knowledge of class material, contribution to discussion, active involvement in class learning activities, assists class in learning, etc.). 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. Students will be respectful and courteous toward information shared.
* I expect students to offer thoughts, opinion and views in a courteous, respectful, and considerate manner. Please understand that PUT-DOWNS, CRITICISMS AND/OR PERSONAL INSULTS WILL NOT BE TOLERATED.
* Do not interrupt or talk over fellow students or the instructor, avoid side conversations.
* Contribute to discussion, give other students opportunity to contribute, 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 will be stored and out of sight. If a student has a pending issue requiring the cell phone for contact, please clear this with the instructor in advance of class.

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

tracked. Class absences will impact your grade as follows:

1 absence – 30 points

2 absences – 50 points

3 or more absences – incomplete grade

***PLEASE NOTE: As we meet once per week (11 classes total through the term), we do not have the flexibility of missing class. Illness, child-care, transportation and travel are the typical reasons for students missing class. Please plan accordingly. I am not able to excuse absences unless under dire, extreme circumstances.***

**WRITING ASSIGNMENTS:** Our textbook is divided into four parts. For this class, we will cover parts 1, 2 and 3; *The Concept of Delinquency (chapters 1,2)*, *Theories of Delinquency* *(chapters 3-6 )*and *Social, Community and Environmental Influences of Delinquency (chapters 7-12).* We will not cover part four (chapters 13-17) in this class.

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 are January 16, January 30, February 6, February 20, March 6 (project) and March 13.**

Students will utilize research, class activities, class handouts, reference materials to 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.

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. Do not send files in PDF. 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 LIST 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:

* Writing assignments are to be no more than 3 pages, typed, double-spaced and in 12 font.
* 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/Writing Schedule

January 9 - orientation, review chapter 1, discuss syllabus and project

January 16 - Reading assignment - chapters 1/2

January 23 - Reading assignment - chapter 3 and [***https://abcnews.go.com/Technology/story?id=3943187&page=1***](https://abcnews.go.com/Technology/story?id=3943187&page=1)

[***https://www.juvjustice.org/sites/default/files/resource-files/resource\_134.pdf***](https://www.juvjustice.org/sites/default/files/resource-files/resource_134.pdf)

January 30 - Reading assignment - chapter 4

February 6 - Reading assignment - chapter 5

February 13 - Reading assignment - chapter 6 PROJECT DRAFT DUE (optional)

February 20 - Reading assignment - chapter 7/8 AND

[***https://www.hg.org/legal-articles/what-is-the-affluenza-defense-31843***](https://www.hg.org/legal-articles/what-is-the-affluenza-defense-31843)

February 27 - Reading assignment - chapter 9

March 6 - Reading assignment - chapters 10/11 PROJECT DUE

March 13 - Reading assignment - chapter 12

[***file:///C:/Users/Johnson/Downloads/Salem%20Reporter%20story%20on%20OYA.pdf***](file:///C%3A/Users/Johnson/Downloads/Salem%20Reporter%20story%20on%20OYA.pdf)

March 20 - Final

**GRADING:** 1000 points are possible

WRITING ASSIGNMENTS 500 points }

PROJECT 200 points }

FINAL EXAM 100 points }

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

1000 points

**GRADING SCALE:**

**A** – 910 or above **B** – 820-909 **C** – 730-819 **D** – 640-729 **F** – 639 or below

**EXTRA CREDIT:**

**Writing Assignment:** Students may submit one writing assignment, three pages in length (double-spaced,12 font) on a specific subject requested by the student and pre-approved by the instructor. Assignment is worth up to 20 points toward their final point tally, due by March 6.

**Project Draft:** Each student may submit a project draft by February 13. Project draft papers will be worth up to10 points toward their final point tally.

**Perfect attendance bonus:** Students marked with perfect attendance (no leaving early for any classes!) will earn 10 points toward their final point tally.

**Writing assignments on time bonus:** Students turning in ALL writing assignments on-time will earn 10 points toward their final point tally.

**Weekly quiz bonuses:** Did you do your weekly reading, prepared for class discussion? At the beginning of each class (starting January 16), the instructor will ask five questions pertaining to the content within the reading assignment. The questions will not be difficult. Answers will usually require a one-word or one-sentence explanation. 10 points are possible each week!

**APPENDIX: Writing Assignments:**

***Writing Assignment #1*** – ***DUE January 16* (100 points)*:***

1. There is great concern over status offenders (chapter 1). Briefly explain how a status offender is defined (age, conduct). Utilizing the textbook AND at least one outside source, explain how status offenders and criminal, juvenile offenders are similar and how they are different.
2. *Correlates of Delinquency* (chapter 2) explain measurable traits and social characteristics associated with adolescent behavior. Utilizing the textbook AND at least one outside source, compare and contrast (similarities and differences) in traits of status offenders and juvenile criminal offenders

***Writing assignment #2 – DUE January 30* (100 points):**

How is poverty correlated with delinquency? Chapters 3&4 discuss theories that can be applied to the socioeconomic status of ***poverty***. Utilizing information about brain development (outside sources) and behavioral theories from the chapters, please connect how poverty and delinquency ***is*** connected and, perhaps, ***is not*** connected. Explain how theory backs up your arguments.

***Writing Assignment #3 – DUE February 6* (100 points):**

Explain how reading about brain development impacts your beliefs regarding kids behaving badly? Please identify HOW the social reaction theory (chapter 5) and brain development can be connected to explain the chronic offender (chapter 2).

***Writing assignment #4 – DUE February 20*** **(100 points)**

Meet Mr. Affluenza: The State of Texas vs. Ethan Couch. Mr. Couch served a two-year sentence in Texas for DUII-related deaths he caused in 2013. Research Mr. Couch and the affluenza argument. Citing theory(s), you will make an argument for or against the “affluenza” defense. Is Mr. Couch culpable for his crimes? Remember, this paper is NOT a biography on Mr. Couch. You are to make a case as to whether the “affluenza” argument can explain Mr. Couch’s behavior. Which theory best aligns with the “affluenza” concept and why?

***Writing assignment #5 – Due March 6* PROJECT!! (200 points)**

What are the ***MOST*** prominent links to delinquency?

 In this project, you will be faced with framing an argumentand then presenting your case. Students will use delinquency risk factors or correlates, commonly referred to as links, to base their argument.

Links include, but are not be limited to: *family, brain development, biology, socioeconomics, peers, diet, parenting, early child abuse, lack of education, substance abuse, etc*. Remember, science supports there is not a single CAUSE of (link to) delinquency. Rather, delinquency occurs in the presence of multiple factors. Your job is to identify the links 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. **Your project needs to be presented in narrative form with the following information covered:**

**1) Proposition -** *“I propose the most prominent links to delinquency are...”.* A proposition is often defined as : a proposal or topic presented for consideration; a philosophy that affirms or denies something and is capable of being true or false. Simply declare and fully explain the links selected.

**2) Explain your Proposition –** This will be a narrative explaining your interpretation of links selected based on facts, research and expert analysis.

*(Tips for explaining your proposition)*

> Avoid offering opinion not supported by data or evidence.

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

> Explain how the links selected relate to one another thus increasing the probability of delinquency.

**3) Theory** - Explain how your linksare supported by a recognized behavioral theory(s). Which theory(s) affirm your argument?

**4) Data and Research** - Explain how statistical data backs your links. Cite research that verifies your proposition. Tie pertinent statistical data and research to your links.

**5) Application –**How do your linksapply to most profiles of juvenile delinquents? Give examples utilizing profiles of the chronic juvenile offender.

You may submit a draft of your project by February 13, 2019 (optional, your decision). Simply provide a brief overview for each area (proposition explanation, theory, data/research, and application) that represents your purpose and intent. 2-3 pages, double-spaced, 12-font. ***You MUST cite references***.

Project should cover 4-6 pages, double-spaced, 12-font.

***Writing assignment #6 – due March 13*** **(100 points)**

There are several community-based programs explained in chapter 9 and 12 designed to reduce or prevent gang activity in communities. YOU ARE IN CHARGE IN ADDRESSING THIS PROBLEM!

Review the following article:[***https://multco.us/file/34752/download***](https://multco.us/file/34752/download)

Based on the Multnomah County programming outlined in chapters 9 and 12, answer the following questions:

1. Explain the types of crime law enforcement is encountering with street gangs
2. Does the article speak to which gangs are most prevalent in committing crime? Please explain.
3. Please explain which program or programs you would institute
4. Which area or areas of the county would you focus on…if any?
5. Explain why you believe your approach will be successful (cite research on the programs(s), behavioral theory that apply)

**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.