**Juvenile Delinquency**

**CJ 201**

**Winter Term 2020**

**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. 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 are held accountable to the [Student Code of Conduct](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct), which outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

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, I-Phones are not acceptable for class work and must be stowed away**. 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. 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. Students are expected 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 the student’s responsibility to contact me. All appropriate and suitable accommodations will be made.
* Your cell phone is to be 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

4 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 **4** writing assignments (referred to WA #1, #2 and so on) ***and*** a term project (see assignments in appendix). Each assignment is worth 100 points. Project is worth 250 points. **Due dates are January 22, February 5, February 19, March 4 and March 11 (term project).**

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 outside source (informal bibliography); **the source title- 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 an outside 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 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 will be graded and may receive up to ***HALF*** possible credit.
* 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. Proofreading is important.
* Graded writing assignments may be resubmitted for a higher grade within seven days of grading.

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

January 8 - orientation, review chapter 1, discuss syllabus and project

January 15 - Reading assignment - chapters 1/2

January 22 - 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)

**WA #1 due**

January 29 - Reading assignment - chapter 4

February 5 - Reading assignment - chapter 5 **WA #2 due**

February 12 - Reading assignment - chapter 6 PROJECT DRAFT DUE (optional)

February 19 - 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)

**WA #3 due**

February 26 - Reading assignment - chapter 9

March 4 - Reading assignment - chapters 10/11 **WA #4 due**

March 11 - Reading assignment - chapter 12 **TERM PROJECT DUE.**

Take Home final handed out

March 18 - Final Class (mandatory attendance!)

**GRADING:** 1000 points are possible

WRITING ASSIGNMENTS 400 points }

TERM PROJECT 250 points }

FINAL EXAM 250 points }

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

1000 points

**GRADING SCALE:**

**A** – 900 or above B – 800-899 **C** – 700-799 **D** – 600-699 **F** – 599 or below

**EXTRA CREDIT:**

**Writing Assignment:** Students may submit one extra-credit 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 11.

**Project Draft:** Each student may submit a project draft by February 12. Project draft papers will be worth up to10 points extra credit.

**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.

**Quiz bonuses:** Did you do your weekly reading? Are you prepared for class discussion? At the beginning of some classes (surprise!) 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 22* (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) traits of status offenders with traits of juvenile criminal offenders

***Writing assignment #2 – DUE February 5* (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 ***are*** connected and, perhaps, ***are not*** connected. Explain how theory backs up our

arguments. Please include one outside source.

***Writing Assignment #3 – DUE February 19* (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). Please include one outside source.

***Writing assignment #4 – DUE March 4*** (**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? Please include one outside source.

***TERM PROJECT – Due March 11 (*250 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 delinquency links, to base their argument. Please include one outside source.

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 12, 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 outside sources***.

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

**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 the 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 visit the [**CFAR Website**](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call [**(541) 917-4789**](about:blank). 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.

**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**](http://www.linnbenton.edu/public-safety-emergency-planning)**:**

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at [541-926-6855](about:blank) and [541-917-4440](about:blank).

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](http://lbccpublicsafety.mobapp.at/landing/Desktop) 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.