**Introduction to Juvenile Corrections**

**CJ 230**

**Fall Term 2019**

**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 Overview:

This course provides students a general introduction to the study of juvenile justice. The course begins with an overview of the nature and extent of delinquency including crime causation. Further, the course focuses on criminological theories that attempt to provide an explanation relevant to juvenile criminal involvement. Finally, the course will 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 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:**

Cox, S. M., Allen, J. M., & Hanser, R. D. (2018). *Juvenile justice*: *A guide to theory, policy, and practice* (9th ed.). Thousand Oaks: SAGE Publications, Inc.

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

**METHODS OF EVALUATION:** weekly study assignments, writing assignments, take home examinations class participation.

**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, 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

**COURSE REQUIREMENTS:**

There are 5 course requirements: writing assignments (4 total), two exams, attendance and participation. Points for each are as follows:

Weekly study assignments 200 points (8 assignments worth 25 points each, due weekly)

Writing assignments 200 points (50 points each)

Take Home exam #1 250 points

Take Home exam #2 250 points

Participation 100 points

Total: 1000 points

Course Grades:

Course grades are assigned as follows:

A 900-1000 points

B 800-899 points

C 700-799 points

D 600-699 points

F 599 points less

**WEEKLY STUDY ASSIGNMENTS:**

Weekly study assignments (WSA) (see assignments in appendix of this syllabus. There are 8 assignments worth 25 points each. Simply put, these assignments are defining key concepts and terms or answering questions regarding video to be reviewed. Weekly study assignments are due at the beginning of each week starting October 9. The purpose of the assignments is to assure students have familiarity with terms and concepts used in the upcoming class.

**WRITING ASSIGNMENTS:** There are **4** writing assignments (see assignments in appendix of this syllabus). Each assignment is worth 50 points. Due dates:

October 16 Assignment #1 50 points

October 30 Assignment #2 50 points

November13 Assignment #3 50 points

November 27 Assignment #4 50 points

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. **Students may utilize study groups to complete writing assignments. Students must report to the instructor which students will be in your study group.**

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 is communicating your perspective, based on the information reviewed. I am not interested in what a text, study or research paper has already stated. Use information, but explain your INTERPRETATION of that material.

All writing assignments require an outside source (informal bibliography); **the source- 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:.

* 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 required.
* Spelling is important. To be successful in this field, one must be able to spell and use proper grammar. 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. **PROOFREAD PROOFREAD PROOFREAD PROOFREAD**!!!!!!!!
* Graded writing assignments may be resubmitted for a higher grade within seven days of grading.

**Exams:**

There are two TAKE HOME examinations in this course. The first exam will be assigned during a midpoint during this course. The first exam will be based on Weeks 1–5. The final exam will not be cumulative in nature and will be based on Weeks 6–11. Each exam will be made up of multiple choice and short answer questions.

**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 20, 2019. (25 points)

* All assignments submitted on the due date, bonus 25 points.
* Perfect attendance is bonus 25 points.

**Course Reading Schedule:**

Oct. 2 Orientation Chapter 1, Culpability discussion

Oct. 9 Reading: Chapters 6, 7 & 9, pages 399-397, sections 1-6 of **Uniform**

 **Juvenile** **Court Act (FEDERAL guidelines)**

Viewing: <https://www.youtube.com/watch?v=CqG31VZqieQ> ***Juvenile Court orientation video will also be discussed in class***

Due: 10/09 WSA

October 16 Reading: ***Same as October 9***

 Viewing: [A Prosecutor’s Vision for a Better Justice System](https://www.ted.com/talks/adam_foss_a_prosecutor_s_vision_for_a_better_justice_system) and

 [Young killers who stay in juvenile court take vastly different paths](http://www.chicagotribune.com/news/ct-illinois-juvenile-killers-met-20150611-story.html)

Due: 10/16 WSA, writing assignment #1

October 23 Reading: Chapter 2 and 8

Viewing: none

 Due: 10/23 WSA

**Guest Speaker – Steve Corder, retired Albany PD officer and LBCC instructor**

October 30 Reading: Chapter 3

Viewing: <https://www.youtube.com/watch?v=7WSU-KY69zw>

Due: 10/30 WSA, writing assignment #2

**Hand out take-home** **exam 1**

**Guest Speaker – Lisa Robinson, Linn County Juvenile Department**

November 6 Reading: Chapter 4 (pages 90 to 106 ONLY)

Viewing: <https://www.youtube.com/watch?v=3RRtyV_UFJ8>, <https://www.youtube.com/watch?v=7WSU-KY69zw> and [Exploring the Mind of a Killer](https://www.ted.com/talks/jim_fallon_exploring_the_mind_of_a_killer?language=en)

Due: Take Home Exam, NO WSA!

November 13 Reading: Chapter 5

Viewing: [Sex Offenders](http://www.click2houston.com/news/houston-fbi-one-of-worst-child-sex-abuse-cases-ever/25598182)

Due: 11/13 WSA, writing assignment #3

**Guest Speaker – Stacey Varner, Qualified Mental Health Professional (QMHP), Oregon Youth Authority, Maclaren Youth Correctional Facility.**

November 20 Reading: Chapter 10

Viewing: <https://www.youtube.com/watch?v=fU9QYtqn1yU> ***video will be discussed in class***

 Due: 11/20 WSA

**Tour of Linn-Benton Juvenile Detention Center and Oak Creek Youth Correctional Facility (mandatory)**

November 27 Reading: Chapter 11

 Viewing: <https://www.youtube.com/watch?v=bI1ZQwe_1gs>

 Due: 11/27 WSA, writing assignment #4

December 4: Reading: Chapter 12

 Viewing: <https://www.youtube.com/watch?v=wal5QFvTSWw&t=447s>

 Due: 12/04 WSA

 Hand out **Exam 2**

December 11: Reading: None, **attendance is mandatory**

Viewing: None

Due: EXAM 2, No WSA!

**SYLLABUS APPENDIX**

**Weekly study assignments, Writing assignments**

**WEEKLY STUDY ASSIGNMENTS (WSAs):**

**10/09 WSA -** Chapters 6, 7 & 9, pages 399-397, sections 1-6 of **Uniform**

 **Juvenile** **Court Act (FEDERAL guidelines)**

Please construct in your own words, the definition of the following terms from chapter 6 and 7 (1-2 sentences is fine):

* adjudicatory hearing (6) \*
* waiver (6)
* beyond a reasonable doubt (6)
* petition (6)
* due process (6)
* clear and convincing evidence (7)
* detention (7)
* detention hearing (7)
* social background investigation (7)
* taking into custody (7)

Remember to review the following video: <https://www.youtube.com/watch?v=CqG31VZqieQ>. It will assist you and provide context to these terms.

**10/16 WSA -** Chapters 6, 7 & 9, pages 399-397, sections 1-6 of **Uniform**

 **Juvenile** **Court Act (FEDERAL guidelines)**

View this video link: [A Prosecutor’s Vision for a Better Justice System](https://www.ted.com/talks/adam_foss_a_prosecutor_s_vision_for_a_better_justice_system). Provide brief definitions, in your own words (1-2 sentences is fine) of these key figures in juvenile court (from textbook):

* Juvenile Court Judge
* District Attorney, aka prosecutor or state’s attorney
* Defense counsel
* private counsel
* Court-Appointed Special Advocate
* juvenile probation (Just FYI, text does not cover juvenile ***parole***, we will cover it in class)

**10/23 WSA -** Chapter 2

1. Chapter 2 speaks of ***legal*** and ***behavioral*** definitions of delinquency. Provide a brief definition of each in your own words. Explain why the distinction between the two terms is significant to the juvenile justice system.

**10/30 WSA -** Chapter 3

Please construct, in your own words, a definition of the following terms and how they can impact delinquency (1-2 sentences is fine):

* disproportionate minority contact (DMC)
* criminal subculture
* learning disabled
* socioeconomic status

<https://www.youtube.com/watch?v=7WSU-KY69zw> (will be discussed in class)

**11/13 WSA -** Chapter 5

After viewing the video link: [Sex Offenders](http://www.click2houston.com/news/houston-fbi-one-of-worst-child-sex-abuse-cases-ever/25598182), answer the following questions:

* Please name three behavioral characteristics of the offender that assisted him in continuing to offend?.
* What were the conditions of his sentence after being convicted in 1970?
* What concerns you most about this story?

**11/20 WSA -**  Chapter 10

Please construct in your own words, the definition of the following terms and how they can impact delinquency (1-2 sentences is fine):

* Drug courts
* Diversion
* Net widening
* Post-adjudication intervention
* Pre-adjudication intervention
* Restorative justice
* school-to-prison pipeline
* primary, secondary and tertiary prevention

**11/27 WSA -** Chapter 11

After viewing the video, <https://www.youtube.com/watch?v=bI1ZQwe_1gs> , answer the following questions:

* Explain the video’s explanation of standard probation (what is it? who is it for?)
* Explain the video’s explanation of intensive probation (what is it? who is it for?)

**12/04 WSA** - Chapter 12

Please construct, in your own words, a definition of the following terms and how they can bring youth into gangs and provide an example of each (page 310), (1-2 sentences is fine). :

* Sociological factors
* Psychological factors

**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.