ABOUT THE COURSE

Juvenile delinquency is generally defined as behavior that violates criminal code committed by an individual who is not yet an adult. Prior to the late 1960s and early 70s, youth who committed status offenses such as truancy, curfew violations, and alcohol consumption were often arrested, processed by the court, and sometimes sentenced to severe punishments. The definitional vagueness of status offenses, coupled with their harsh penalties, influenced change and almost all states enacted diversion programs to steer status offenders away from formal court processing and into treatment and supervision programs. Juveniles are delinquent when they engage in behavior that would be considered a crime if committed by an adult and are processed through juvenile court instead of adult court. Juvenile court was designed to provide guidance and treatment instead of punishment. However, the differences between juvenile court and adult court have diminished over time. During a large rise in juvenile crime in the 1980s and 90s, both experts and the public grew fearful and perceptions of juveniles as immature began to wane. As a result, many states “got tough” with juvenile offenders and enacted, for example, mandatory minimum confinement for older juveniles who commit more serious crimes. The new “norm” in juvenile justice is holding offenders accountable for their actions and punishing them. Currently, however, there is a large push to reform the juvenile justice system as well as overall incarceration practices.

This course will provide an overview of juvenile delinquency in four core sections:

1) **Introduction to Delinquency**: History, Definitions, Measurements, and Trends
2) **Theories**: Biological, Psychological, Social, and Developmental Causes of Delinquency
3) **Social Contexts of Delinquency**: Family, Schools, Violence, Drug Use, and Peer Groups
4) **The Juvenile Justice System**: Police, Courts, Corrections, and Prevention

Upon the courses’ culmination, the student will be well-versed in and familiar with the history of juvenile offending in the United States, theories that undergird youth involvement in criminal and undesirable behaviors, how different types of relationships, exposures, and activities may contribute to delinquency, how the juvenile justice system works in terms of policing, courts, and corrections, as well as delinquency prevention measures and the push for system reform.
Course Design
Classes will be in the style of lectures that will correspond with and supplement reading assignments from the course textbooks. Assignments will consist of a project to be completed as the course evolves as well as short responses to online discussions for participation points. There will be a midterm and a final exam as well as one online quiz. The course will also utilize active student response technology for participation points. Polling questions will appear during lectures using this technology, which requires the student’s presence in the classroom.

Course Website
The instructor will use the University of Maryland’s Enterprise Learning Management System (ELMS) called “Canvas” for posting course announcements, assignments, grades, discussion questions, non-textbook readings, and possibly some assignment submissions. Log in with your student directory ID and password via https://myelms.umd.edu/login and select CCJS350: 0101 to access the course website. This website will serve as the central location for all or most course activity. Please make sure you can log onto Canvas and access the course. If you are having trouble, please follow the instructions at http://www.elms.umd.edu/page/help

Grading
35% Course Project
25% Final Exam
25% Midterm Exam
10% Participation
5% Quiz

The following table is an example of how your final course grade will be calculated* *Weights and points possible are subject to change and do not reflect actual weights or point totals for this course. “Points earned by student” are fabricated to illustrate a student’s performance. Regardless of the point totals, any one category will still be worth the indicated percentage of your final grade.

<table>
<thead>
<tr>
<th>Weight</th>
<th>Course Project</th>
<th>Final Exam</th>
<th>Midterm</th>
<th>Quizzes</th>
<th>Participation</th>
<th>Total</th>
<th>Grade</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Possible</td>
<td>1.75</td>
<td>75</td>
<td>50</td>
<td>40</td>
<td>20</td>
<td>360</td>
<td>100%</td>
<td>(unweighted course grade)</td>
</tr>
<tr>
<td>Weight Calculations</td>
<td>(153/175)*.35</td>
<td>(66/75)*.25</td>
<td>(48/50)*.2</td>
<td>(29/40)*.1</td>
<td>(19/20)*.1</td>
<td>186</td>
<td>89%</td>
<td>B+</td>
</tr>
<tr>
<td>Weighted Score</td>
<td>0.366</td>
<td>0.220</td>
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<td>0.073</td>
<td>0.096</td>
<td>0.886</td>
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</tbody>
</table>

Final Grade Determination

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<thead>
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<th>%</th>
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<th>%</th>
<th>%</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>B</td>
<td>83-86</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>B-</td>
<td>80-82</td>
<td>C-</td>
<td>70-72</td>
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</table>

Engelmann 2
Final exam and midterm: Both exams will consist of multiple-choice, true-false, and matching questions. Together they make up 50% of your course grade.

Quiz: There will be one quiz during the semester on Canvas. You will complete the quiz on your own time. The quiz will encompass 5% of your course grade.

Participation: Part of your participation grade will come from responses to polling questions that appear during lectures using your Turning Point technology. These questions are not graded and occur unannounced during class. Points are earned simply for responding and you must be present in class to respond. Additional participation points will come from discussion questions posted on Canvas throughout the semester, which will require a brief response to a set of questions.

Course project: The course project will be 35% of your final course grade and will take place in two parts. This is not group work and is intended to address what you’ve been learning throughout the semester in segments while also allowing creativity in how you present some of the project’s requirements. You will receive a handout that outlines the project’s requirements and due dates.

Required Textbooks


The course textbook will be supplemented with chapters from the following book, which will be provided to you in scanned PDF files posted on the course website for your convenience:


Required Technology

The instructor requires a polling application from Turning Technologies that will be used as a tool for student interaction with the lectures and will count for a majority of participation points. This includes a ResponseWare License for your phone (web-enabled mobile device) OR a clicker device OR both of these as a bundle in a single purchase (this is new if you are purchasing this semester). For those of you who already have a Turning Technologies device or license, you may use that for this class. If you do not own a device or license, you’ll be required to purchase a Turning Technologies account (called a Turning Account). With the account, you’ll be able to purchase a license/device bundle pack at a decent price with the University’s code, which even includes a rebate. Refer to the following website for instructions on how to purchase a Turning Point account and your license/device:

http://clickers.umd.edu/students/getting-started-students
Once you purchase the technology you MUST register your account with this class on ELMS by going to the following webpage: https://myelms.umd.edu/courses/1020311

If you do not register the device on ELMS, you will not receive participation points when you use Turning Technologies in class.

❖ COURSE POLICIES

Attendance, Absences, & Cancellations

**Attendance**
It is your responsibility to attend class. If you miss class, you must obtain the material you missed from a classmate. Notes will not be shared by the instructor and any visual material that accompany the lectures may or may not be shared on the course website. I highly recommend that you attend all classes. Evidence has revealed that college students who attend class perform higher on course exams. See the following studies for details:


**Absences**
Students who miss a single class meeting due to illness may have their absence excused if they provide the instructor with a self-signed note attesting to the date of the illness upon their return to class. Each note must also contain an acknowledgment by the student that the information provided is true and correct. Providing false information to University officials is prohibited under Part 9 (h) of the Code of Student Conduct (V-1.00(B) University of Maryland Code of Student Conduct) and may result in disciplinary action. It is the responsibility of the student to make a reasonable effort to inform the instructor of his/her anticipated absence prior to class.

Students who experience a prolonged absence from class (two or more consecutive sessions) must provide written documentation of the illness from the Health Center or from an outside health care provider. The documentation must verify the dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities.

**Religious Observances**
There are several religious holidays over the course of the semester and I understand that students may have to miss class in order to observe these holidays. If you know that you will be missing class for a religious observance, please notify the instructor by Tuesday, September 15, 2015

**Athletes**
Any student participating in a school sponsored athletic program must provide a copy of their athletic calendar outlining dates when they will miss classes to the instructor by Tuesday, September 15, 2015.
**Inclement Weather**
In the case of inclement weather events, the status of the class will follow the University of Maryland-College Park’s campus status announcements, which are posted on the University’s homepage, [http://www.umd.edu/](http://www.umd.edu/). Therefore, class is considered cancelled if the University closes the campus and class will follow an amended schedule if the University announces a delayed opening or early closing. Official closures and delays are announced on the campus website and snow phone line (301-405-SNOW) as well as local radio and television stations. Do not contact the instructor to find out whether class is in session. Follow the University's announcements and amended schedules.

**Exam Make-Up, Lateness, & Academic Integrity**

**Lateness**
An assignment is “late” when submitted after its specified due date and corresponding time of day/night. Most assignment submissions will take place via online submission on the course website. You will have until a particular date and time (ex. March 23rd at 11:59PM) to submit an assignment. After that time the assignment will close and you will no longer be able to post your work. Instead, you will need to email your assignment to the instructor or TA and/or post it to a special late submission assignment on Canvas, where it will be considered late and points will be deducted. If a completed assignment is late without the instructor’s prior approval, one letter grade will be deducted for each consecutive day (24 hours) after the due date and corresponding time of day/night. If an assignment’s submission is required in physical format (paper) and is instead uploaded online by the student, the assignment is still considered late after the submission deadline, unless special arrangements are made with the instructor at reasonable amount of time prior to the due date. Extensions for assignments or participation-related activities will only be granted in cases of documented medical or family emergencies, which means that official documentation of such events must be provided to the instructor in a timely manner. Extensions and pardons for assignment lateness fall solely upon the instructor’s discretion and will be dealt with on a case-by-case basis.

**Exam Make-Up Policy**
Each exam in the course is considered a “Major Scheduled Grading Event.” The policies for missing such critical events are much stricter than those for assignments. Students who miss a Major Scheduled Grading Event due to illness or who have a prolonged absence due to illness (multiple consecutive absences due to the same illness) shall be required to provide his or her instructor with written documentation of the illness from the University Health Center or from his or her own health care provider. The University Health Center or health care provider shall verify dates of treatment and indicate the dates the student was unable to meet academic responsibilities. If a student anticipates missing an exam, he or she must notify the instructor as soon as possible before the exam date and the student will be expected to take a make-up exam prior to the exam date. In order for the instructor to grant a student a make-up exam, the instructor must be notified prior to the exam date via the following accepted mediums: in person, by phone, in writing, or by email (notification via other mediums are not acceptable). If there is an unforeseen event that takes place on the day of the exam that obstructs a student from taking the exam, contact the instructor as soon as possible. Make-up exams will differ from original exams.
**Academic Integrity**

Students must abide by Ill-1.00(A) University of Maryland Code of Academic Integrity. Details are available here: [http://www.president.umd.edu/policies/docs/V-100B.pdf](http://www.president.umd.edu/policies/docs/V-100B.pdf)

Any of the following acts, when committed by a student, shall constitute academic dishonesty: cheating, plagiarism, fabrication, or facilitation of academic dishonesty. See the PDF link above for further clarification. Any violations of academic integrity will be reported to the University’s Honor Council.

**University of Maryland Honor Pledge:** The Student Honor Council administers an Honor Pledge for all major assignments and exams. The Pledge should be signed on the front cover of all exams and major assignments. Students who do not sign the Pledge will be referred to the instructor. The Pledge states:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

**Classroom Conduct**

**Classroom Disruptions/ Code of Conduct**

All students enrolled in the course are expected to attend class and have the respective readings and assignments completed to better comprehend the lectures and for engagement in class discussion. You are also expected to treat your peers and the instructor with respect. Behavior that disrupts fellow students, the instructor, or the overall classroom will not be tolerated. The University of Maryland’s *Code of Student Conduct* defines “classroom disruption” as a disciplinary offense. Classroom disruptions impede on your classmates’ opportunities to learn. The term “classroom disruption” is defined as “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.” Examples are:

- Leaving and entering the classroom multiple times without authorization
- Producing distracting and/or loud noise
- Speaking continuously without authorization
- Physical threats or personal insults

A student who persists in disrupting a class may be instructed to leave the classroom for the remainder of the class period. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned and the campus police summoned.

Students must abide by V-1.00(B) University of Maryland Code of Student Conduct. Details are available here: [http://www.president.umd.edu/policies/docs/V-100B.pdf](http://www.president.umd.edu/policies/docs/V-100B.pdf)

**Exam conduct:** The following rules shall govern all in-class examinations, unless specified by the instructor. A breach of any of the rules shall constitute disruption of class, a disciplinary offense (*Code of Student Conduct*, section 9.m.), or may serve as the basis of an allegation of academic dishonesty.

- Students arriving late for an examination may not unreasonably disrupt the examination room.
- Students must leave all unauthorized materials (e.g., books, notes, calculators) with the proctor before being seated.
Where seating arrangements are established by proctors, student must conform to these arrangements.

Students may not return to an examination room after leaving, unless permission to do so has been granted by the proctor prior to the student’s departure.

Students must cease conversation prior to the passing out of examination papers and maintain silence during the entire examination period.

Students must place examination papers face down on the writing desk until the examination is officially begun by the proctor.

Students must keep examination papers flat on the writing desk at all times.

Students at an examination must be prepared to show current university identification.

Students may be instructed to remain seated until all students in the class have completed the exam.

**Technology**

The use of laptops and other personal technology devices during class time is strongly discouraged. Academic research has demonstrated that laptop use in the classroom distracts users and their peers, diminishes achievement capabilities, and decreases class performance. The instructor will not ban the use of personal technology devices during class, but you must only use such technology for note-taking, responding to questions posed on PowerPoint presentations with ResponseWare technology, and other course-related uses. If you are found to be using a personal technology device in any way that is unrelated to classroom activities or distracting to your peers, your privilege to use a laptop and other electronic devices during class will be terminated and you may be asked to leave to classroom and/or have points deducted from your participation grade.

**Disability Accommodations**

Any student with a documented disability must provide this documentation to the Instructor by **Tuesday, September 15, 2015**. I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office. I cannot accommodate students who are not registered with DSS or who do not provide me with documentation from DSS.

**Course Evaluations**

The instructor places great value on student feedback about the course. Near the end of the semester, the course evaluation will be available electronically via CourseEvalUM, which can be obtained at [https://www.courseevalum.umd.edu/](https://www.courseevalum.umd.edu/). The instructor will also distribute one or more smaller unofficial evaluations throughout the semester to better understand student feedback as the course is in progress.

**Copyright**

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. You are permitted to take notes of my lectures and to use course materials for your use in this course. You may not record, reproduce, or distribute my lectures/notes for any commercial purpose without my written consent. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).
## COURSE SCHEDULE *

### LECT. NO. | DATE | TOPIC | READING | ASSIGNMENTS
--- | --- | --- | --- | ---
### Introduction to Delinquency
1 | Tues. 9/1 | Introduction to the Class | -- |
2 | Thurs. 9/3 | Juvenile Delinquency in Context | Bates & Swan, Ch. 1 |
3 | Tues. 9/8 | Construction of Juvenile Delinquency | Bates & Swan, Ch. 2 |
4 | Thurs. 9/10 | Delinquency Data & Trends | Bates & Swan, Ch. 3 |
### Delinquency Theories
5 | Tues. 9/15 | Introduction to Delinquency Theories | Agnew, Ch. 5 |
6 | Thurs. 9/17 | Micro-level Theories | Bates & Swan, Ch. 4 |
7 | Tues. 9/22 | Macro-level Theories | Bates & Swan, Ch. 5 |
8 | Thurs. 9/24 | Critical Theories | Bates & Swan, Ch. 6 |
9 | Tues. 9/29 | Developmental & Life Course Theories | Agnew, Ch. 10 |
10 | Thurs. 10/1 | Jailhouse Librarian & Theory Discussion | Zeman, Ch. 1-18 |
### Social Contexts
11 | Tues. 10/6 | Individual Traits | Agnew, Ch. 13 |
12 | Thurs. 10/8 | The Family & Delinquency | Bates & Swan, Ch. 7 |
13 | Tues. 10/13 | Schools & Delinquency | Bates & Swan, Ch. 8 |
14 | Thurs. 10/15 | Peer Groups, Gangs & Delinquency | Bates & Swan, Ch. 9 |
15 | Tues. 10/20 | Drugs & Delinquency | Bates & Swan, Ch. 10 |
16 | Thurs. 10/22 | Mass Media, Social Media, & Guns | Agnew, Ch. 17 |
17 | Tues. 10/27 | General Theory of Delinquency & Review | Agnew, Ch. 18 |
### Juvenile Justice
18 | Thurs. 10/29 | MIDTERM EXAM [regular classroom] | Covering all material from lectures 1 - 17 |
19 | Tues. 11/3 | Jailhouse Librarian Discussion | Zeman, Ch. 19-36 |
20 | Thurs. 11/5 | Introduction to the Juvenile Justice System | Bates & Swan, Ch. 11 |
21 | Tues. 11/10 | Police & Juveniles | Agnew, Ch. 20 |
22 | Thurs. 11/12 | The Process of Juvenile Court | Bates & Swan, Ch. 12 |
23 | Tues. 11/17 | Juvenile Corrections | Bates & Swan, Ch. 13 |
24 | Thurs. 11/19 | Deterrence and Incapacitation | Agnew, Ch. 23 |
25 | Tues. 11/24 | Documentary Showing | -- |
26 | Thurs. 11/26 | Thanksgiving Recess | Bates & Swan, Ch. 14 |
- | Tues. 12/1 | Juvenile Case Discussions | -- |
- | Thurs. 12/3 | Delinquency Prevention & Intervention | Bates & Swan, Ch. 14 |
27 | Tues. 12/8 | Guest Lecturer | -- |
28 | Thurs. 12/10 | Jailhouse Librarian Discussion & Review | Zeman, Ch. 37-52 |
### Final Exam
- | Tues. 12/15 | FINAL EXAM: 8AM-10AM [regular classroom] | Covering all material from lectures 18-28 and a small amount of material from lectures 1-17 |

* The course schedule and due dates are subject to change throughout the semester