Course Description

We will be exploring the origins of juvenile delinquency and applying criminological knowledge to juvenile delinquency as it exists today. As a class we shall endeavor to dispel myths surrounding juvenile delinquency and to construct a well-informed and critical understanding of juvenile delinquency as a social phenomenon with historical underpinnings within the evolving context of society and knowledge. In keeping with socially relevant and policy-oriented perspectives, we will discuss the importance of the court and correctional system and the impact these have had on the youth of today.

Core Learning Outcomes

1. Understand the basic theories that describe juvenile delinquency from psychology, sociology, and criminal justice perspectives.
2. Understand juvenile delinquency as it interrelates with other systems including the family, the school and the courts.
3. Demonstrate a basic understanding of juvenile delinquency in its totality.
4. Identify factors that potentially cause juvenile delinquency, and understand basic treatment options regarding juvenile delinquency.
5. Provide students with an introduction to the research literature concerning juvenile delinquency and treatment outcomes.

Text(s)


(Other readings as assigned)
Progress Report

Students may review their progress at any time by entering the “grades” feature in ELMS. By the end of the 8th week of the semester, you will have an opportunity to evaluate your progress in this course and decide if you need to make any adjustments (additional study, tutoring, conference with instructor) to assure your success in this course.

Assessment Method

<table>
<thead>
<tr>
<th>Exams / Discussions / Paper / Homework</th>
<th>Point Value</th>
<th>Final Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Exams (150 points each)</td>
<td>300 pts</td>
<td>A = 900-1000 pts</td>
</tr>
<tr>
<td>Discussion Board (15 @ 20 pts. each week)</td>
<td>300 pts</td>
<td>B = 800-899 pts</td>
</tr>
<tr>
<td>Debate w/ Position Paper</td>
<td>200 pts</td>
<td>C = 700-799 pts</td>
</tr>
<tr>
<td>Homework (2) 100 pts. each</td>
<td>200 pts</td>
<td>D = 600-699 pts</td>
</tr>
<tr>
<td>Extra credit</td>
<td>Additional points</td>
<td>F = 599 pts and below</td>
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<tr>
<td>TOTAL</td>
<td>1000</td>
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</tbody>
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Grade Distribution

- A+: 97% and above
- A: 96% to 93%
- A-: 92% to 90%
- B+: 89% to 87%
- B: 86% to 83%
- B-: 82% to 80%
- C+: 79% to 77%
- C: 76% to 73%
- C-: 72% to 70%
- D+: 69% to 67%
- D: 66% to 63%
- D-: 62% to 60%
- F: Less than 60%

Codes of Academic Integrity and Student Conduct

Students are required to uphold the Code of Academic Integrity and the Code of Student Conduct. Students who violate either of these codes may receive a failing grade in the class. Regarding assignments and exams, students should always observe the highest standards of academic honesty and integrity. Your academic work should be the result of your efforts, thoughts, and ideas. When writing papers or assignments, you should use an appropriate citation style consistently, indicating exactly where you are quoting, or have been inspired by, the work of others.

Cheating on any assignment or exam will result in the following disciplinary actions:

1. “XF” (a cheating F) will be the grade earned for the course, and (2) possible expulsion from the UMCP’s B.A. Program in Criminology & Criminal Justice at the Shady Grove Center, effective the following semester. All cases of academic misconduct will be referred to the Student Honor Council at UMCP.

2. Examples of conduct meriting such disciplinary actions include, but are not limited to, the following: (1) cheating on an exam, either with or without assistance of another student or students, (2) submitting as your own work a paper that is either wholly or partially plagiarized, such a purchasing a paper from an internet site or superficially rewriting the work of others without proper citation, or (3) collaborating with fellow students on assignments or take-home exams for which you were instructed to work alone.

It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorecouncil.umd.edu/whatis.html
Papers and assignments are subject to an originality check via turnitin.com. I submit all papers to this site to verify original work.

PER UNIVERSITY OF MARYLAND POLICY FOR A STUDENT'S MEDICALLY NECESSITATED ABSENCE FROM CLASS, students shall now make a reasonable attempt to inform the instructor of his/her illness prior to the class; and, upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. 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.

Should a student need accommodations in the classroom or for assignments/exams due to a verified, documented learning or physical disability, please inform me of your situation immediately, so that proper UMCP documentation and accommodation procedures are followed.

**Participation, Attendance and Make-up Policy**

For on-campus (f-2-f classes): Students are expected to adhere to the class schedule, attend and participate in every class, come to class on time and remain in class until it is completed. Class participation, to include discussion, group and individual class work, and respectful interaction between the instructor and students are emphasized in this course.

If you are absent from class, you cannot participate; therefore, class should only be missed for serious illness, emergency, religious holidays, or participation in official college functions. Opportunities to make-up missed in-class work will only be given in cases of excused absences and **official documentation is required**. Exams and assignments are considered to be Major Scheduled Graded Events and therefore the University medical excuse policy which allows one student signed honor statement attesting to illness does not apply to them. Excused absences are: illness with a doctor's note, death in the immediate family, required school activities, and required court appearance. If a doctor will not write you a note, you will need to get a copy of your medical record from them to verify your illness. By law, you are entitled to get a copy of this and it is your responsibility to do so. I must be notified in person or by phone or email PRIOR to missing an in-class assignment for me to consider giving you a makeup. If you know you will not be in class for in-class work or a date an assignment is due for an excused reason it is your responsibility to turn in the work PRIOR to the due date.

What to do if you must seek to be excused from class: Contact me by email or phone at the contact number on this syllabus as soon as you know you will be unable to attend class. Excusal will be granted, at my discretion, and make up work and late assignments accepted in these emergency cases as contracted and documented in email between the student and instructor. In case of excused absence, students are responsible for requesting missed material from another student or the instructor.

For on-campus (f-2-f classes): All electronic devices (cell phones, etc.) must be turned off and put away. Laptops are permitted for note-taking purposes only. You cannot participate fully if you are engaged in other activities.

**Time Commitment for Academic Success**

In all credit courses, students are expected to invest a minimum of two hours completing out-of-class course work for every hour of instructional time. For example, in a 3-credit course, students experience at least 37.5 hours of in-class instructional time and should invest a minimum of 75 hours of
out-of-class time. In a traditional 15-week, 3-credit course, students should expect to invest an average \textit{minimum} of 5 hours per week preparing for the course and completing assignments.

**Lecture, Exams and Assignment Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>1 (1/25) On-campus meeting</td>
<td>Intro / Defining Delinquency; Measuring Delinquency</td>
<td>Chapters 1 &amp; 2</td>
<td>Online Discussion</td>
</tr>
<tr>
<td>2</td>
<td>Explaining Delinquency: Choice and Biological Theories</td>
<td>Chapter 3</td>
<td>Online Discussion</td>
</tr>
<tr>
<td>3</td>
<td>Explaining Delinquency: Psychological Theories</td>
<td>Chapter 4</td>
<td>Online Discussion</td>
</tr>
<tr>
<td>4</td>
<td>Explaining Delinquency: Sociological Theories</td>
<td>Chapter 5 &amp; 6</td>
<td>Online Discussion \textbf{HOMEWORK #1 DUE}</td>
</tr>
<tr>
<td>5</td>
<td>Chapters 5 &amp; 6 continued \ Begin Chapter 7…</td>
<td>Chapter 7</td>
<td>Debate #1 (Nature v. Nurture) \ Online Discussion</td>
</tr>
<tr>
<td>6</td>
<td>Explaining Delinquency: Developmental Theories</td>
<td>Chapter 7</td>
<td>Exam review Chapters 1-7 \ Online Discussion</td>
</tr>
<tr>
<td>7</td>
<td>\textbf{Exam 1}</td>
<td>Chapters 1-7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>\textbf{Spring Break}</td>
<td></td>
<td>NO DISCUSSION</td>
</tr>
<tr>
<td>9 (3/21) On-campus Meeting</td>
<td>Environmental Influences: Family and Delinquency</td>
<td>Chapter 9</td>
<td>Online Discussion</td>
</tr>
<tr>
<td>10</td>
<td>Environmental Influences: Schools; Peer Group and Gang Delinquency</td>
<td>Chapters 10 &amp; 12</td>
<td>Online Discussion \textbf{Debate #2 (Police Officers in schools)}</td>
</tr>
<tr>
<td>11</td>
<td>Female Delinquency</td>
<td>Chapter 8</td>
<td>Online Discussion \textbf{HOMEWORK #2 DUE}</td>
</tr>
<tr>
<td>12</td>
<td>Juvenile Justice System</td>
<td>Chapter 13</td>
<td>Online Discussion \textbf{Debate #3 (Goals of Punishment)}</td>
</tr>
<tr>
<td>13</td>
<td>Juvenile Justice System</td>
<td>Chapter 13</td>
<td>Online Discussion \textbf{Debate #4 (Juvenile Transfer Laws)}</td>
</tr>
<tr>
<td>14</td>
<td>Violence, Drug Use, and Delinquency Delinquency Prevention</td>
<td>Chapter 11 \ Chapter 14</td>
<td>Online Discussion \textbf{Debate #5 (Life in Prison)}</td>
</tr>
<tr>
<td>15</td>
<td>Con’t. Delinquency Prevention</td>
<td>Chapter 14</td>
<td>Online Discussion; Begin exam review; Chapters 8 -14</td>
</tr>
</tbody>
</table>
**Discussion Board and Participation Policy**

Class participation, to include participation in the discussion board, individual class work, and respectful interaction between the instructor and students are emphasized in this course.

**Participation:** The class participation for this course is designed within the framework of online classes and class lectures, and is intended to support the learning process. Being active and involved in the conferences is considered your “Discussion” grade in this course, and students are expected to participate fully in all course activities. To complete this course successfully you do NOT have to be online at a particular day or time. However, the course follows a weekly schedule. Students are expected to complete all the work assigned for a particular week and to observe all deadlines throughout the semester. In case of illness, emergency, religious holidays, or participation in official college functions, students remain responsible for completing the requirements of the course. **Late assignments will not be accepted unless approved by the instructor ahead of time. Home computer problems will not result in a deadline extension.**

**Discussion Board:** I will label the discussion “Week 1, 2, etc.” This will make it easier for you to track the discussions. Each week will begin on Monday (I will have it online by Sunday for those who like to start early) and close on the following Sunday by midnight (EST). That means you have seven (7) days to complete your discussion board work. I will post a question/topic on the discussion board each week. The discussion board is set up to be a “reflection loop.” In other words, you will need to respond to my initial question/topic (post) on Monday or Tuesday of each week; this posting is worth a maximum of ten (10) points. You will then need to respond to at least two of your classmates’ posts between Wednesday and Sunday. Early posts create more discussion, so I do encourage posting early in the week. These postings are worth a maximum of five (5) points each. Thus, you could earn a maximum of 20 points per week by participating on the discussion board. We will use the discussion board for most weeks (with the exception of the test weeks) of this class. Maximum points for the discussion board are 300 (10 pts. for each post to the initial question; 5 pts. for each of the two postings to your classmates’ posts; for a maximum total of 20 points per week), and there will be a total of 15 discussions. Your responses should be in paragraph format and although the conferences are somewhat informal, spelling and grammar are still important. “I agree” will not count as a post. Below is the grading rubric for the discussion board. **NOTE:** You will only be able to post for the current week. If you forget to post the previous week, then you lose your opportunity to earn any points for that week. (You can post as many times as you like each week. The more you post, the more you participate, and the higher your grade will be). **The discussion board will close by Sunday at midnight (EST).**

You will be pre-assigned to a debate group, and will be responsible for presenting your “project/debate” to the class. I would suggest presenting the facts and focus of your debate in an easy-to-read format – chart; graph; power point; etc. Your presentation will be seen by the class, and should state your position in a way that clearly represents the “side” your team supports; the paper is submitted to me only. Further instructions and details will be forthcoming and posted on ELMS.

**Netiquette:** You will be communicating with one another via the discussion board. It is likely that you will not always agree with the opinions of your fellow classmates. Disagreement is fine but you will need to respect
others’ views. Thus, personal attacks and derogatory comments will not be tolerated. If, however, you do disagree with someone, then I expect you to state your position in an articulate fashion on the discussion board.

**Grading Rubric:**

<table>
<thead>
<tr>
<th>0 Points</th>
<th>1 Point</th>
<th>2 Points</th>
<th>3 Points</th>
<th>4 Points</th>
<th>5 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not respond to postings; does not participate freely. No effort to participate in learning community as it develops. Didn't post in each required topic for each week.</td>
<td>Does not respond to most postings. Does not make effort to participate in learning community as it develops; seems indifferent. Comments or questions were not responsive to the discussion questions.</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group. Comments or questions provided some evidence that the participant had read the course material.</td>
<td>Frequently attempts to direct the discussion and present relevant viewpoints for consideration by group; interacts freely. Comments or questions enhanced the quality of discussion (i.e., suggested new perspectives on an issue, asked questions that helped stimulate further discussion, etc.)</td>
<td>Consistently responds to posting; demonstrates good self-initiative. Frequently attempts to motivate the group discussion; presents creative approaches to topic. Participant posted a significant response in the form of comments and/or questions to all required conference topics posted for that week.</td>
<td>Exceeds all expectations when responding to posts.</td>
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**Homework Assignments:** There are **two** homework assignments. You must submit the assignment on the due dates. There will be **no exceptions**.
**Homework Assignment #1 (100 points)**

**Age of Culpability and case review** — The Age of Culpability argument is founded on the principle that a child's brain does not develop to maturity until later in the teenage years all the way up to the age of 25. The Legal argument is that children under the age of 18 are less "culpable" than those that are over the age of 18.

This overlaps with the “defense of infancy” which is a form of defense known as an excuse so that defendants falling within the definition of an "infant" are excluded from criminal liability for their actions, if at the relevant time, they had not reached an **age of criminal responsibility**.

Choose one case and follow the guidelines below:

1. Begin with a cover sheet indicating your name, project title, course, and date submitted.
2. Select a state (other than Maryland) and provide the information about its ‘Age of Culpability’ rules (what is the age of criminal responsibility/culpability in this state?)
3. Provide a brief synopsis of the circumstances that led to the hearing of the case
4. Describe the court's decision
5. Discuss whether you agree with the decision/outcome of the case
6. What is the current status of the juvenile? Have they been released? Etc.
7. Discuss the affect the case has on your view of the juvenile justice system
8. If you use outside sources or the text, you must document them. The bibliography or documentation of the outside sources does not count in the page total requirement.

Papers must be typed, double-spaced, and a minimum of two-three pages that covers the case brief.

**Homework Assignment #2 (100 points)**

**THE JUVENILE JUSTICE SYSTEM AS ENTERTAINMENT CRITIQUE**

There are a number of programs that showcase the criminal justice system on cable TV. As opposed to *Law and Order*, *CSI*, and the like, these programs purport to be fact-based.

For this assignment, you may choose any segment from the following television programs. Note: The following are examples: *Scared Straight; American Justice; City Confidential; Crime 360; The First 48*

*(If a student finds another program that meets the criteria, simply email the instructor for permission to use that specific program.)*

**Critique Requirements and Formatting**

Papers must be a minimum of three (3), double-spaced, typed pages, and must include the following:

1. Cover page with your name, project title, course and date of submission.
2. Section 1: Introduction, purpose, brief synopsis of each episode or program selected.
3. Section 2: Which area(s) of the criminal justice system (police, courts, corrections) is highlighted? How is this segment(s) of the system portrayed? How is the "juvenile/criminal" portrayed (if applicable)? Which theory would explain the criminal behavior (if applicable)? How
is the "victim" portrayed (if applicable)? How is the victim treated by the system (if applicable)? Does the victim receive justice (if applicable)?

4. Conclusion: If you choose *American Justice*, there is usually a question asked toward the end of the episode. What is that question and how would you answer it? With *American Justice* and other shows that may be reviewed, what message do you feel the public receives about the criminal justice system as a result of watching these programs? What do you feel is the value of these shows in either making the public more aware of crime and justice in America or desensitizing them to the seriousness of crime in America?

5. Reference page – If you don’t use any outside sources or the text, both of which I encourage you to incorporate into your paper, you must still list the show itself as a reference.