Are children inherently devious or should children’s illegal acts be taken as seriously as adult’s illegal acts? This question is the starting point for the discussion on juvenile delinquency. We have a separate court system designed to address the special needs of the young people in our country. The purpose of this course is to learn who these young people are and why they need a different court system from adults.

In order to do this, we must discuss the origin of the juvenile justice system and the development of the system since the 1800s. We will discuss the extent of the problem, the types of crimes juveniles commit, juveniles as victims as well as offenders, and the theories used to explain their delinquency. To fully address these topics we will contemplate treatment and prevention strategies for this population.
We will consider court decisions that outline the rights available to juveniles as well as the court decisions that explain what rights are not available to juveniles. Ultimately, we will reflect on the current structure of the juvenile system and the future possibilities of young people involved in the juvenile system.

CLASS FORMAT

By registering for a web-based course, you have made a commitment to participate in your course conferences as well as other online activities. Plan to participate regularly. Participation for this course is defined as proactive discussion in weekly conferences and discussion questions. This requires you to actively reflect on weekly module and textbook readings and to develop original ideas in your responses. You are expected to demonstrate critical thinking and your understanding of the content in the assigned readings as they relate to the issues identified in the conference discussion.

COURSE EXPECTATIONS

For this on-line course, you should expect to spend a minimum of three hours per week participating in class discussions and activities and two to three times that number of hours outside class in study, assigned
reading, and preparation of assignments. You are expected to meet the same learning outcomes and perform the same amount of work in an online course as in an onsite course. Active participation is required in all online courses, and you should expect to log in to your online course several times a week (I recommend checking in daily during the week to ensure you meet all deadlines).

**COURSE PREREQUISITES**

You must have completed CCJS105 in order to take this class.

**REQUIRED BOOKS**


Student study site: [http://www.sagepub.com/bates/study/default.htm](http://www.sagepub.com/bates/study/default.htm)


**ELMS**

The University of Maryland now uses Canvas via Enterprise Learning Management Systems, (ELMS). The ELMS website is [www.elms.edu](http://www.elms.edu). We will use ELMS in this course for posting content, having discussions with each other, posting grades, class announcements and class notes.
ACADEMIC DISHONESTY

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation and plagiarism. For more information of the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

The following statement must be signed and/or written on every assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”

COPYRIGHT

Legally, course materials such as written or recorded lectures and Power Point presentations are copyright protected and the ability to copy and distribute course materials unless it is for personal use and with instructor’s permission is illegal.

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. 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 selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).
ONLINE COURSE EVALUATIONS

Your feedback about this course is very important to me and therefore we do several forms of evaluations throughout this semester. One important campus-wide evaluation is the online evaluation at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

ASSIGNMENTS

1. **Reading Assignments:** Each student is responsible for reading assignments as outlined below and being fully prepared to participate in classroom discussions.

2. **Participation:** Class attendance and participation are expected.

3. **Juveniles in the News Report:** Every student is required to complete a written and oral report on a juvenile who has been reported in the news as being suspected of committing a crime. The instructor will provide a schedule for the student presentations. You may not report on a story that someone has reported on the week before. You will lose points if you do, unless your report is an update of the previously reported story.
The written report must be three to four typed pages and include the following information: name of the juvenile, age of the juvenile, the state of the offense, the type of offense, the plan for potential prosecution, the potential punishment for the offense, any information on the victim, the amount of media coverage the story has received, and discussion of whether or not a picture of the juvenile was included in the media coverage. You must also discuss what you believe should happen to the juvenile and your prediction for what you believe will happen to the juvenile. Because we will discuss transfer laws all semester, the paper must also include the relevant transfer law(s) for the state. Students will find this information at: http://www.ojjdp.gov/pubs/tryingjuvasadult/appendix.html. The report must include proper citation of all sources using APA format.

4. **Quizzes:** Quizzes will be given based on material from *No Matter How Loud I Shout* and *Last Chance in Texas*. Quizzes will be given on the dates outlined in a separate document.

5. **Final Exam:** A multiple choice covering the entire semester. Since this is an online class, the details of completing this exam will be provided to students in a separate announcement on Canvas.

**GRADING**

- Participation = 20%
- Quizzes = 25%
Juvenile in the News Report = 25%
Final Exam = 30%

This syllabus is subject to change by the instructor’s discretion.

COURSE OUTLINE

Week 1 Introduction and Overview of the Course
Transfer Laws

Week 2
Chapter 1: Thinking About Juvenile Delinquency in a Diverse Society

Week 3
Chapter 2: The Creation of Delinquency

Week 4
Chapter 3: Understanding Delinquency: Data, Correlates and Trends

Week 5
Chapter 4: Micro-Level Theories

Week 6
Chapter 5: Macro-Level Theories

Week 7
Chapter 6: Critical Theories
Week 8  Chapter 7: Families in Context
10/20-10/26

Week 9  Chapter 8: Schools in Context
10/27-11/2

Week 10  Chapter 9: Peers and Gangs in Context
11/3-11/9

Week 11  Chapter 10: Drugs in Context
11/10-11/16

Week 12  Chapter 11: Why a Separate Juvenile Justice System?
11/17-11/23

Week 13  Chapter 12: The Process of the Juvenile Court
11/24-11/30
Week 14  Chapter 13: Juvenile Corrections
12/1-12/7

Week 15  Chapter 14: Preventative, Rehabilitative and
12/8-12/12  Restorative Approaches to Delinquency