CCJS 350: Juvenile Delinquency (Fall 2016)

Lecture: Tuesday & Thursday 9:30-10:45am, LEF 2205

Dr. Katie Zafft
Office Hours: Mondays and Wednesdays 11am – 1pm & by appointment
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301-405-0170

Course Description
This course examines juvenile delinquency in the United States. We will discuss the emergence of the delinquency label and examine trends over time. This course also delves into theories of delinquency, the social contexts within which it emerges, and how it is addressed within the juvenile and criminal justice systems. Finally, we will discuss the future of the juvenile justice system, given recent research on culpability and general reductions in juvenile confinement.

Required Texts & Materials
3. Turning Technologies Clicker (RF-LCD preferred). For more information about registering your clicker or how to use a laptop or iPhone instead, please visit: http://clickers.umd.edu/students/index_students.html.

Grading Policy
The goal of this class is for you to learn how to think critically about delinquency. Grades are based on whether you are reading the assigned materials (quizzes), how deeply you think about the subject matter (juvenile in the news report), how engaged you are (participation), and how much you have learned (exams).

**Quizzes.** Quizzes will be announced in class 1 week prior to the date they will be given. The quizzes are based on the reading material due during the week of the quiz.

**Participation.** Participation is based on how engaged you are during the class discussion. Part of my assessment of your participation is whether and how you answer periodic questions I pose during lecture using the Clicker technology. You must bring your clicker to every lecture period if you want to receive a good participation grade. It is important that students remain engaged so that all of our learning is enhanced. If you read the assignments and come to class ready to learn and discuss, you should do fine with participation.

**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. I will
provide a schedule for the student presentations. You may not report on a story that someone has reported on the week prior unless your report is an update of the previously reported story.

The written report must be 3 to 4 typed pages using Times New Roman 12-point font with 1-inch margins. You must include proper citation of all sources using APA format. Your report should include the following information:

- Name of the juvenile
- Age of the juvenile
- State of the offense
- Type of offense
- Plan for potential prosecution
- Potential punishment for the offense
- Relevant transfer law(s) for the state. You can find information here: http://www.ojjdp.gov/pubs/tryingjuvasadult/appendix.html
- Any information on the victim
- Amount of media coverage the story received
- Discussion of whether or not a picture of the juvenile was included in the media coverage
- What you believe should happen to the juvenile and your prediction for what you believe will happen to the juvenile based on the theories and concepts we have discussed in class at the time that your individual assignment is due.

**Exams.** There will be two non-comprehensive exams with questions on course materials, including reading, the lectures, class discussions, and presentations. Exam questions will be primarily multiple choice, but may include fill-in-the-blank and short answer questions based on my discretion.

**Grading Breakdown:**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quiz Total</td>
<td>15%</td>
</tr>
<tr>
<td>Course Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Juveniles in the News Report</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30%</td>
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</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
<td>C</td>
<td>73-76</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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Online Course Management
ELMS will be used to post course materials in addition to communicating with students throughout the course. Go to http://elms.umd.edu and log in with your Directory ID (login ID) and password to use this feature.

Email Policy
General course announcements will be communicated via email (university designated) and during lecture or discussion sections. If you miss class, please make sure you contact someone in the course to relay any announcements you may have missed. Please do not email me with the following question, “did I miss anything important?” The implication of such a question is self-explanatory.

When contacting the instructor via email, students must use their university designated email address. This policy is to ensure the identity of the student especially when corresponding about grades or other personal matters. Any student using a personal address system (e.g. hotmail, gmail, etc) will kindly be reminded of the email policy and will be asked to resend their correspondence through the appropriate channel.

Makeup Quizzes/ Exams, Late Assignment Submission & Missed Lectures

Quizzes
If you miss a lecture due to an excused absence (see below in “Missed Lectures & Discussions” for a definition of an excused absence) you have the option to submit a make up assignment within 1 week of the missed lecture. To make up a quiz students must provide a typed (Times New Roman 12 point font, double-spaced with 1-inch margins) 1-page summary of the readings due the week of the missed class period. For example, if you missed a Monday lecture you are to hand in the make up assignment to me (either in lecture or office hours) by the beginning of class the following Monday.

Exams
I have a very strict policy regarding makeup exams. These will only be given in cases of excused absences and official documentation is required. Excused absences are: illness with a doctor's note, death in the immediate family, required University activities, and required court appearance. I will not accept a self-signed illness notification since exams are considered major scheduled events.

I must be notified in person, e-mail, in writing, or by phone PRIOR to missing an exam for me to consider giving you a makeup. If you know in advance that you will be absent for an exam with an approved absence, you will be expected to take the exam prior to the exam date.

Late Assignments
Unless a previous arrangement has been worked out between instructor and student, all late assignments will be deducted a full letter grade for every 24 hours it is late. All assignments are due in class within 5 minutes of the beginning of class, and must be handed in in-person. No email submissions are allowed unless pre-arranged with the instructor.
**Missed Lectures & Discussions**
I do not hand out lecture notes. The student must solicit peers for lecture notes when they are unable to make it to class. Also, please note that under University policy I do not grade based on attendance.

Students are expected to attend class, keep up-to-date on reading materials and assignments, and participate in all class activities. Students who miss class due to illness or medical necessity will provide a self-excusal note for the absence upon return to class. This note should explain the reason for the absence and acknowledge that the information provided is accurate. I will accept one self-excusal, but any subsequent absences must be excused by written documentation from a health care provider.

**Religious Observances**
If you are unable to take an exam due to a religious observance, you will need to discuss this with me by September 12th, 2016.

**Disability (DSS) Support**
All students registered with Disability Support Services (DSS) must provide me with a University of Maryland DSS Accommodation form updated for the current semester. This form must be presented to me no later than September 12th, 2016. I am not able to accommodate students who are not registered with DSS. DSS students who are requesting to take their exams at the DSS Center need to provide their discussion leader with a testing form for each exam that must be turned in no later than 1 week prior to each exam. The student is expected to take the exam at the same time as the rest of the class.

**Academic Integrity**
Academic dishonesty of any form will absolutely NOT be tolerated. Academic dishonesty encompasses behaviors such as

1. Cheating: intentionally using or attempting to use unauthorized material, information or study aids in any academic exercise.
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of the academic code.
4. Plagiarism: intentionally or knowingly representing words/ideas of another as your own.

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 on the Code of Academic Integrity or the Student Honor Council, please visit: [http://www.studenthonorcouncil.umd.edu/whatis.html](http://www.studenthonorcouncil.umd.edu/whatis.html).
**Classroom Code of Conduct**

Students are expected to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students out of opportunities to learn. The University of Maryland’s Code of Academic Integrity defines classroom disruption as “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.” Examples would include coming late to class, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, and persisting in speaking without being recognized. Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility toward one another or me will be subject to referral to the Office of Student Conduct or to Campus Police. You are expected to adhere to the Code of Student Conduct.

**Work Ethic**

In many ways, a liberal arts degree is designed to ready you for a long-term career. In that respect, you should treat classes as you would a job. Arrive on time, focused, and prepared to learn. Treat each class period as an opportunity to learn something that will advance your career in the future. Failing that, treat each class period as an opportunity to become a more informed citizen.

**Use of Technology**

Using laptops for non-academic functions (IM, e-mail, surfing, etc.) is not permitted. I also request that you turn cell phones on vibrate or silent during class. Using cell phones (in any capacity other than to respond to Clicker questions) during class is not permitted. If you are observed using technology in an inappropriate way during class, you will be asked to leave. Seriously.

**Course Evaluation**

Your feedback about this course is very important to me and therefore we will do several forms of evaluation throughout this semester. One way is to fill out the online evaluation at the end of the semester. CourseEvalUM will be open for students to complete their evaluations for Fall 2016 courses beginning in November. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo’s CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate.

**Copyright**

The lectures I deliver in this class and the course materials I create are original works and protected by federal copyright law. 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 selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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</table>
| 1    | Introduction to the Course & Reading Materials / Transfer Laws | Bates pp. 22  
Nellis Introduction |
| 2    | Thinking about Juvenile Delinquency in a Diverse Society | Bates Ch. 1 |
| 3    | The Creation of “Delinquency” and Society’s Responsibility | Bates Ch. 2  
Nellis Ch. 1 & 2 |
| 4    | Understanding Delinquency: Data Trends and Race in Context | Bates Ch. 3  
Nellis Ch. 3 |
| 5    | Micro-Level Theories of Delinquency | Bates Ch. 4 |
| 6    | Macro-Level Theories of Delinquency | Bates Ch. 5 |
| 7    | Critical Theories of Delinquency | Bates Ch. 6 |
| 8    | Families in Context | Bates Ch. 7 |
| 9    | 10/25: Collateral Consequences  
***10/27: EXAM 1*** | 10/25: Nellis Ch. 5 |
| 10   | Schools in Context | Bates Ch. 8  
Nellis Ch. 7 |
| 11   | Peers and Gangs in Context | Bates Ch. 9 |
| 12   | Drugs in Context (online lecture) | Bates Ch. 10 |
| 13   | 11/22: Separate Juvenile Justice System  
***11/24: NO CLASS*** | Bates Ch. 11 |
| 14   | The Process of the Juvenile Court; Retribution and Reform | Bates Ch. 12  
Nellis Ch. 4 & 6 |
| 15   | Juvenile Corrections, Impediments to Change, Conclusions | Bates Ch. 13  
Nellis Ch. 8 & Conclusion |

*****EXAM 2: Thursday, December 15th 8:00am – 10:00am*****