



SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

COURSE: CRIMINAL JUSTICE 1103: Juvenile Justice

CREDIT: 3

1. COURSE DESCRIPTION:

The course provides an orientation to the issues, policies and procedures which make up the system of justice for children. It involves an examination of the historical development and examination of the concept of juveniles and adolescence. The function and legal responsibilities of the Police, probation, Juvenile Court and corrections system will be studied. Emphasis will be on societal forces that bring children into the Justice System including child abuse, as well the legal response of mandated agencies. Theoretical perspectives are applied to explain juvenile delinquency, punishment, treatment, and rehabilitation. The course also focuses on the special juvenile justice system, protective custody of juveniles who are abused, neglected and dependent.

2. LINK TO UNIVERSITY MISSION OUTCOMES & PROGRAM LEARNING OUTCOMES

This course provides knowledge and skills that meet the following Program Learning Outcomes: 1. Higher order thinking; 2. Literacy; 3. Global understanding and Multicultural perspectives; 4. Preparedness for career.

3. LEARNING OUTCOMES:

Upon completion of this course, students will be able to:

- a) Define historical, psychological and sociological theories regarding the causes of juvenile delinquency
- b) Describe the relationship between family functioning and delinquency.
- c) Describe the role of schools in the cause and control of delinquency.
- d) Describe the role and practices of the police in the prevention and control of delinquency.
- e) Describe juvenile court process, system and practices and issues.
- f) Explain juvenile due process rights and other constitutional guarantees that apply to juveniles.

4. CONTENT & CLASS SCHEDULE

4.1 Week One: Introduction

(a) Learning outcome:

Students will be able to describe the jurisdiction of the juvenile court and what is meant by delinquency and status offences. Learners will compare the ways in which the various states define juvenile justice process as well compare and contrast the juvenile and criminal justice system.

(b) Topic/Sub-Topic:

- Presentation of the Course outline, requirements and discussion of current issue
- The Juvenile Justice System

(c) Readings:

- Course Outline:
- Juvenile Justice, Policies, and Practices
Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti
- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox
Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition
- Lecture notes

4.2 Week Two

a) Learning outcome:

Students will be able describe how juvenile offenders were treated by law through history and identify the early institutions of juvenile justice. Learners are able to identify assumptions of the traditional model of juvenile justice and assumptions of the due process model of juvenile justice and changing assumptions affect the juvenile justice system.

b) Topic/Sub-Topic:

- History of Juvenile Justice System

c) Readings:

- Juvenile Justice, Policies, and Practices
Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti
- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox
Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition
- Lecture notes

d) Quiz

4.3 Week Three

a) Learning outcome:

Students will be able to identify three many ways that juvenile crime is measured in the United States and analyze strengths and weaknesses of victimization surveys and self-reports for juvenile crime. Learners will also to list the various risk and protective factors and explain how these relate to juvenile delinquency.

b) Topic/Sub: Topic

- Juvenile Crime, Criminals, And Victims

c) **Readings**

- Juvenile Justice, Policies, and Practices

Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti

- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox

Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition

- Lecture notes

d) Term Paper assignments **due week 11**

4.4 Week Four

a) Learning outcome:

Students will be able to contrast the classical and positive schools of criminological thought, understand choice theory, understand deterrence theory, and explain Lombroso's atavism theory and Sheldon's somatotype theory. Learners describe biochemical and neurological factors that impact delinquency and major arguments presented by psychoanalytic theory and impact of personality disorders on delinquency

b) Topic/Sub: Topic

- Choice, Deterrence, Biological, And Psychological Theories.

c) **Readings**

- Juvenile Justice, Policies, and Practices

Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti

- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox

Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition

- Lecture notes

d) Group work assignment

4.5 Week Five

a) Learning outcome:

Students will be able to describe the different types of delinquency programs, the concept of diversion, the different areas of delinquency prevention programs and examples of programs that fall under delinquency prevention programs.

b) Topic/Sub-Topic

- Delinquency Prevention and Intervention

c) Readings

- Juvenile Justice, Policies, and Practices

Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti

- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox

Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition

- Lecture notes

d) Quiz

4.6 Week Six

a) Learning outcome:

Students will be able to explain the role of police through history of juvenile justice, various police styles, how police process juvenile cases, how police handle status offenders and abused or neglected children. Learners will explore factors that influence police decisions in juvenile cases and intervention programs operated by police agencies.

b) Topic/Sub-Topic

- Police and Juveniles

c) Readings:

- Juvenile Justice, Policies, and Practices

Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti

- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox

Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition

- Lecture notes

d) Quiz

4.7 Week Seven

Mid- semester Exams

4.8 Week Eight

a) Learning outcome:

Students should be able to list the changes in rights procedures since the due process revolution, describe the landmark Supreme Court cases on juvenile justice, what totality means, compare rights and procedures in adult criminal trial with rights and procedures in juvenile proceedings.

b) Topic/Sub-Topic

- Juvenile Law and Procedure

c) Readings

- Juvenile Justice, Policies, and Practices
Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti
- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox
Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition
- Lecture notes

4.9 Week Nine

a) Learning outcome:

Students will be able to describe the jurisdiction of the juvenile court, juvenile court key personnel and primary responsibilities, major steps in juvenile court process, decisions made by the prosecutor, what happens during the adjudication and what occurs at a disposition hearing.

b) Topic/Sub-Topic

- The Juvenile Court

c) Readings

- Juvenile Justice, Policies, and Practices
Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti
- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox
Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition
- Lecture notes

4.10 Week Ten

a) Learning outcome:

Students will be able to understand the adjudication process of juveniles in criminal justice system, what a waiver to adult court is, the main purposes for waiving a juvenile to adult court and the process, the deciding factors in waiving a juvenile to adult court and contrast on the five types of blended

sentencing.

b) Topic/Sub-Topic

- Juvenile in the Criminal Justice System

c) Readings

- Juvenile Justice, Policies, and Practices

Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti

- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox

Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition

- Lecture notes

d) Quiz

4.11 Week Eleven

a) Learning outcome:

Students will be able to describe the differences between juvenile community corrections and institutional corrections, the different correctional sanctions available to the juvenile court, juvenile probation condition, what aftercare services are provided to juveniles released from secure incarceration.

b) Topic/Sub-Topic

- Community –Based Corrections for Juveniles

c) Readings

- Juvenile Justice, Policies, and Practices

Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti

- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox

Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition

- Lecture notes

4.12 Week Twelve

a) Learning outcome:

Students will be able to explain the difficulties in accurately defining a gang, gang member and gang-related crime, the extent of the gang problem, differences between types of gangs, why youth join gangs, major responses to gangs and effort to control gang activity.

b) Topic/Sub-Topic:

- Gangs and Delinquency
- Course Evaluation

c) Readings

- Juvenile Justice, Policies, and Practices
Second Edition, Robert Taylor, Eric J. Fritsch, Tory J. Caeti
- Juvenile Justice, A Guide to Theory, Policy, and Practice, Steven M. Cox
Jennifer M. Allen, Rober D. Hanser, John Conrad Six Edition
- Lecture notes

d) Quiz

4.13 Week Thirteen

a) Learning outcome:

Students will be able to articulate clearly arguments in tandem with the topics allocated for the group work presentations. Further, students' presentation skills shall be assessed and the essence is to enable the students to be expressive in conveying their topics to the rest of the class.

b) Topic/Sub-Topic

- **Group work Presentations**

4.14 Week Fourteen

END SEMESTER EXAMINATION

5. TEACHING APPROACHES

Lectures – Lectures offer an established basis for delivering core knowledge about the subject. Lectures will not necessarily reflect but rather complement the readings provided. Lectures will be held every Saturday from 9.00am to 12.00pm in Room E

- **Power Point** – The lecturer may use power point slides to deliver the contents of the lecture
- **Class presentations/Group Discussions-** This will encourage students to work together in researching, presenting and assessing their own work
- **Office hours** – students are encouraged to utilize the office hours allotted to them. The lecturer will use these hours to address individual problems or difficulties.
- **Student participation** – Students are encouraged to interact in class. Student participation is very important. The students' skills that will be developed include the development and presentation of oral skills directed towards criminal justice discourse.
- **Media sources** – students are encouraged to watch certain TV programs, documentaries

and movies which will highlight some of the concepts taught in class.

Attendance, Preparation, & Participation

Class attendance is mandatory and will be taken during each class session. Seven (7) absences will result in failure of the class (F). Any late arrivals or absences should be reported to the instructor in advance either through e-mail or phone call. The course involves in-class activities and discussions, therefore participation is integral. To enhance your participation and the quality of your contributions you need to go through the assigned readings and prepare adequately before each class. The class sessions supplement the assigned readings. This course is collaborative; its success is dependent upon your coming to class prepared, ready to contribute, and with a positive attitude. You may bring your computers and mobile phones to class, but you should not use the same to chat, surf the net, etc. Ensure that your mobile phones are either switched off or are in silent mode. No sleeping is allowed in class. **Attendance and participation contributes to 5% of the final grade.**

Excuses are only allowed for cases of illness, unavoidable circumstances, or university extracurricular activities approved by the Dean or the DVCAA. Illnesses should be documented by a medical professional or by the USIU health center. Unavoidable circumstances should be described in writing, and the Instructor reserves the right to override what the student deems as unavoidable. Extracurricular activities are normally notified to the faculty via email from the relevant department.

‘Three Tardies Equals One Absence’ Rule is applied. Tardiness is defined as twenty minutes of any class meeting time, regardless of whether it occurs at the beginning of class (late), the middle of class (break), or end of class (leaving early). Anyone suspected of abusing or exploiting this definition by deliberately and repeatedly keeping it just under twenty minutes will be penalized the same as others, and referred for behavioral disruption.

Attendance is taken every class meeting by signature. Use a distinctive signature consistently, and do not print or make other marks on the roll sheet (unless instructed to do so). Above all, **DO NOT** sign for someone else, as this constitutes a serious offense (cheating), and any suspected cases of it are investigated and penalized. If an asterisk (*) appears against your name on the attendance sheet, that means a pattern of absenteeism has been detected in your case, and that absenteeism penalties may apply if performance does not improve.

In the event that classes are cancelled for any reason, the material scheduled for the cancelled date is automatically rescheduled for the next class meeting. This includes exams or other work

due on the cancelled date. In the event that the instructor cannot make it to a class meeting, there will be an announcement on the announcements page of Blackboard, and there will also be a note on the classroom door.

To pass this course, you must complete all assignments, all tests/quizzes, a mid-term examination and a final examination.

Written Assignments

The main aim of written assignments will be to teach learners to express their ideas clearly and concisely. Completed assignments must be submitted to the course instructor **on or before the stipulated deadline**. Further information on these will be provided in class as the course progresses. **Overdue assignments will be assessed a five (5) point penalty per day for the first seven (7) days while any assignment overdue for a period exceeding one (1) week will earn an automatic zero (0)score.** If a student cannot meet the set deadline for an assignment because of circumstances beyond his/her control, he/she must inform the instructor before the set deadline and **not** thereafter.

Papers are graded using the REOS method: Reasoning (Logic), Evidence (Sources), Observations (your Personal touch), and Substance (how Significant or Profound you are). The length of term papers should be between 10 and 15 pages. No extra credit will be given for a longer paper.

Term Paper/Essay

Students are expected to submit a researched term paper of between 10-15 pages. The format for the paper is 1.5 line-spacing with font pattern New Times Roman, size 12. Although USIU has general guidelines regarding writing researched papers (USIU has adopted the APA citation style), additional course-specific guidelines regarding term papers will be provided. The term paper will form 20% of the overall grade. The term paper is intended to encourage individual research into a topic of concern in terrorism and international security. This assignment places particular emphasis upon the acquisition of relevant critical, analytical and evaluative skills.

Academic Integrity

USIU has introduced a software program to assist in the detection of plagiarism called Safe Assign on Blackboard. For those of you, who have previously used Turnitin, note that Safe Assign is similar to Turnitin. It is text-matching software which provides a report on whether a

student's work is original in thought and deed. It is therefore prudent for all works to include full and correct referencing. To this end, all submitted works should be accompanied by an identical soft copy to check on plagiarism. **Cases of suspected plagiarism will result in an automatic zero (0) mark.**

N/B: The term paper and any essay assignment should be submitted to Safe Assign. The accepted plagiarism level is 20%. To avoid any disappointment or problems, especially with regard to the plagiarism report, please ensure you submit your drafts of the term paper or essay as early as possible. If you experience any difficulty seek help as soon as possible, DO NOT WAIT UNTIL THE ASSIGNMENT IS DUE.

Exams

There will be one in class midterm and a final exam. Each examination consists of a one and a half hour paper. The examinations form 50% of the overall assessment. Although considerable choice is available, the questions ensure that all students acquire a substantial grasp of the course content.

Absolutely no make-up testing will be allowed. Consistent with University regulations, students experiencing any difficulties must consult the office of the Dean of the school of Humanities and Social Sciences.

6. KEY INSTITUTIONAL ACADEMIC POLICIES

1. **Do Read your syllabus:** A syllabus is a contract between the instructor and learners. It is your duty to make sure you understand course requirements, policies, assignments and your responsibilities as a student. Requirements are not up for re-negotiation at the end of the semester. Ask questions if you are confused about anything on the syllabus.
2. **Do seek Help:** If you have questions or need help, come and see me or e-mail me promptly! Do not wait until the last week of the semester if you are having trouble. At that point in time, it is usually too late to do anything meaningful.
3. **Beware of Cheating:** Plagiarism and any other form of cheating will not be tolerated. This is consistent with the USIU catalog governing acts of misconduct. If you are unsure about what constitutes cheating, I'll be glad to clarify it for you. Anyone found to be engaging in plagiarism and other forms of cheating with respect to assignments, tests and examinations will receive a failing grade for the course.
4. **Class Etiquette:** Please respect other students and the instructor by arriving on time and

staying until the class is over. If circumstances require you to arrive late or leave early, please inform me beforehand and enter or exit as unobtrusively as possible. Please turn off and store away all cell phones. Also, do not have conversations with other students during class. All these are considered disruptive behavior.

5. E-mail Communication: You are free to communicate with me over e-mail. Do note however, that I am not on-call 24/7. I may not check my work e-mail over the weekend or on holidays. I also do not check my incoming e-mail throughout the day. I will strive to respond to e-mail within 24 hours of receiving it during the week and, Weekend e-mails will receive a reply by Tuesday at the latest.
6. Class attendance: Please note the university policy as regards class attendance. Failure to attend seven (7) classes or more will result in an automatic F grade. It is upon you as a student to keep a record of the number of classes you have missed. Please do not ask me the number of classes you have missed.

7. COURSE MATERIAL

Crime and Public Policy (2011) Edited by James Q. Wilson and Joan Petersilia, Published by Oxford University Press.

N/B: Additional materials will be introduced in the course of the semester.

8. ASSESSMENT

The Evaluation Method will be as follows:

- Attendance/participation 5%
- Assignments/Quizzes 30%
- Term paper 20%
- Mid-semester Exam 20%
- Final Exam 25%

USIU		GRADING		SYSTEM	
A	90-100	B	80-83	C	70-73
A-	87-89	B-	77-79	C-	67-69
B+	84-86	C+	74-76	D+	64-66

D 62-63

D- 60-61

F 0-59 OR 5

MISSED CLASSES

Student Contract

CJS 1103: Juvenile Justice

Spring 2015

Read the following statements carefully then fill in your name, your student identification number and append your signature on the space provided if you agree to abide by these statements.

If you do not feel you are able to abide by this contract, you should consider dropping the course before the time for add and drop elapses.

1. I have read and understood the guidelines, requirements and course policies as stipulated in the course outline.
2. I understand what my duties and responsibilities are and will discharge them accordingly.
3. I have read and understood USIU's Academic Code of Conduct and Ethics, including the policy on plagiarism.
4. I am conversant with USIU's class attendance policy and will abide by it.
5. I understand that attendance does not equal technical appearances. That is, lateness beyond 20 minutes after the commencement of learning will be treated as non-attendance.
6. I understand that I am to maintain contact with my instructor through observing the provided office hours, by appointments or via the email system.
7. I understand that active participation is required for this course.
8. I will be civil at all times with my classmates and my instructor and expect civility from others.

Name: _____ ID No: _____

Signed: _____ Date: _____