

## Sociology 312: Juvenile Delinquency ONLINE

**Catalog Description:** SOCI 312: Juvenile Delinquency provides an understanding of the historical development of the concepts of delinquency and juvenile justice system; the volume and extent of delinquency; and the nature and processes of the juvenile system and corrections. The course will also explore various factors (biological, psychological, and sociological) associated with delinquency. These theories and an understanding of the aspects of delinquency and juvenile justice are imperative to the development of effective means of preventing young persons from starting the life of crime or graduating to adult criminal life.

**Detailed Description:** SOCI 312: Juvenile Delinquency will explore policing and the legal system with regard to juvenile delinquency. The course will also examine formal and informal institutions that are designed to manage and control young offenders, and various treatment options and treatment strategies. In addition, the class will introduce students to the measurement, definition, and theoretical explanations of youth norm breaking from the 19th to the 21<sup>st</sup> century. The course will also examine several causes and consequences of violence, school shootings, gang membership, and drug use.

**Required Textbook:** Bartollas, Clemens and Frank Schmalleger. 2014. Juvenile Delinquency. Pearson: Upper Saddle River, New Jersey. ISBN 978-0-13-298731-8

**Grading:** All assessments are submitted in Sakai. All scores for six discussion posts, five assignments, and four exams make up a possible **1020** points. There are specific deadlines for each assignment and there should be no submissions of late work or last minute work. There are also **140+** optional extra credit points allotted for completion of additional assignments/activities.

A = 90-100% = 891-990+ points  
B = 80-89% = 792-890 points  
C = 70-79% = 693-791 points  
D = 60-69% = 594-692 points  
F = below 60 = less than 593 points

**Schedule of Course Assignments:** Over the course of the semester, all assignments are submitted in Sakai on the dates listed below. The instructions are available in Sakai. There will be no late submissions for missed assignments except under dire and documented circumstances and at the instructor's discretion.

DUE DATE	ASSIGNMENT REFERENCE	COURSE ASSIGNMENTS	POINTS
		<b>DISCUSSION POST (on Forum)</b>	
1/18	Homework 1	Lesson 1: Student Introduction	20
1/25	Homework 3	Lesson 1: Measurement	40

3/8	Homework 6	Lesson 4: Juvenile Courts, System, and Correctional Models	60
3/22	Homework 7	Lesson 4: Police Investigations, Discretion, and Intervention	60
4/19	Homework 10	Lesson 6: Gender and Intersectionality	40
TBA	Homework 12	Community Final Exam Review	30
		<b>ASSIGNMENTS (on "Assignments" link)</b>	
1/18	Homework 2	Lesson 1: Adolescence and Delinquency	40
2/8	Homework 4	Lesson 2: Individual Causes of Delinquency	80
3/1	Homework 5	Lesson 3: Social Process and Interaction Theories	80
4/5	Homework 8	Lesson 5: Family, Schools, and Community Based Corrections	80
4/25	Homework 11	Lesson 7: Gangs and Drugs	40
		<b>EXAMS (on "Test &amp; Quizzes" link)</b>	
1/25	Exam 1	Lesson 1: Nature and Measurement	100
2/15	Exam 2	Lesson 2: Individual and Social Structural Causes	100
3/29	Exam 3	Lesson 4: The Juvenile Justice System	100
TBA	Final Exam (online)	Juvenile Delinquency (cumulative vocabulary)	150
		<b>EXTRA CREDIT</b>	
2/22	Quiz 1 EC	Lesson 3: Social Process and Interaction Theories	50
4/12	Homework 9 EC: Discussion Post	Lesson 5: Media and Delinquency	40
4/12	Quiz 2 EC	Lesson 5: School and Community	50

**Exams:** There are three exams (multiple choice and essay) covering selected textbook chapters and class materials; exams 1-3 are worth 100 points each and the final exam is worth 150 points. **The final exam will also be taken online.** There will be no make-up exams for missed exams except under dire and documented circumstances and at the instructor's discretion. Make-up exams must be completed within one week of the scheduled exam date.

**Extra Credit:** Please note the requirements for receiving credit for "Extra Credit" Assignments. (1) If a student fails to submit the final exam, they cannot receive credit for extra credit attempts. (2) If a student fails to submit more than one homework assignment, the student is NOT eligible to receive credit for extra credit assignment attempts. The assigned required work allows each student to meet the course objectives. Extra credit assignments CAN NOT replace those required components. **LEAP Goal:** This course addresses LEAP Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World.

**LEAP Goal:** This course addresses Goal No. 2: Intellectual and Practical Skills throughout the Curriculum

**Learning Competencies:** The students enrolled in SOCI 312 will learn the following competencies: critical thinking, written communication, and information literacy.

**Learning Outcomes:** Following the completion of this course:

- the students in this course will be able to understand the sociological and social psychological theories that explain the cause of juvenile delinquency;
- the students in this course will be able to explore factors that encourage or inhibit juvenile delinquency including the individual, family, peers and a range of institutional structures;
- the students in this course will be able to gain an understanding of the complexity of the causal factors that produce delinquent behavior; and
- the students in this course will be able to gain an understand how the legal system deals with juveniles from entering the judicial system to exiting the system.

**Areas of Blooms Taxonomy:**

Knowledge	Identify issues of law enforcement related and the historical development of the separate juvenile justice system.
Comprehension	Discuss how environmental and social conditions of society have broadened our views of crime and youth culture.
Application	Demonstrate how empirical research findings regarding the effectiveness of various educational, psychological, emotional, and social programs developed to address delinquent youth's needs.
Analysis	Apply the major criminological theories of the causes, dynamics, and consequences of juvenile delinquency to various acts of delinquent behavior
Synthesis	Compare and contrast differential responses to youth based on statuses rather than behaviors
Evaluation	Assess how historical youth statuses and societal behavioral expectations have led to the development of the study of juvenile delinquency.

**Attendance Policy:** Students are expected to log into Sakai daily and to know and understand the specific policies established. The instructor will make reasonable accommodations for occasional, unavoidable circumstances based on highly legitimate grounds. The instructor will determine the most appropriate means of compensating for work unavoidably and legitimately missed in their assignments. To be eligible for such substitute evaluation, students are responsible for discussing any missed work with the instructor: such discussions must occur in advance of foreseeable absences and as soon as possible following unpredictable ones. Students are also expected to plan their class, work, and personal schedules to avoid potential conflicts. You must log in to Sakai regularly and engage in the requirements for each class;

otherwise, your financial aid may be revoked either partially or in full. This would result in an amount due to the university immediately. Please refer to [shepherd.edu/faoweb](http://shepherd.edu/faoweb) for more details.

**Academic Integrity:** Cheating in all its forms, including plagiarism and cheating on visual work, is considered an academic matter to be controlled and acted upon by the instructor of this course. Students in this course are expected to abide by the university's Academic Integrity Procedures found in the *Shepherd University Student Handbook* (<http://www.shepherd.edu/students/studenthandbook.pdf>). Cheating in any form (including copying other students' answers, using unauthorized materials during exams, and submitting someone else's work as your own) will result in an "F" in the course and referral to the Assistant Dean of Student Affairs/Judicial Coordinator Manager for disciplinary action.

**Disability Support Services:** Disability Support Services (DSS) at Shepherd University facilitates equitable access for every student who self-identifies as having one or more disabilities. Students requesting any disability related accommodation should contact the Director of Disability Support Services in Student Center room 124 or at 304-876-5689. This includes students with disabilities who require academic accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations. Accommodations must be documented, and accommodation letters from the DSS office must be provided to instructors. For additional information please see <http://www.shepherd.edu/mcssweb/dss/default.html>.

**Tentative Schedule of Lessons and Course Readings:** SOCI 312: Juvenile Delinquency consists of seven lessons: (1) The Nature and Measurement of Delinquency, (2) Individual and Structural Causes, (3) Social Process and Interaction Theories, (4) The Juvenile Justice System, (5) Family, Schools, and Community, (6) Gender and Race, and (7) Gangs and Drugs.

<b>SCHEDULE</b>	<b>LESSON</b>	<b>REQUIRED COURSE MATERIALS</b>
1/12-1/25	Lesson 1: The Nature and Measurement of Delinquency	Lesson Plan 1; Bartollas and Schmalleger, chapters 1 and 2 (p.2-47); Lecture 1- The Nature of Delinquency; Lecture 2- The Measurement of Delinquency; YouTube: Uniform Crime Report (7:09); YouTube: National Crime Victimization Survey (6:12); Notes: Exam 1 Study Guide; class notes and YouTube lectures
1/26-2/15	Lesson 2: Individual and Social Structural Causes	Lesson Plan 2; Bartollas and Schmalleger, chapters 3 and 4 (p.53-100); Lecture 3- Individual Causes of Delinquency; Lecture 4: Social Structural Causes of Delinquency; Notes: Exam 2 Study Guide; class notes and YouTube lectures
2/16-3/1	Lesson 3: Social Process and Interaction Theories	Lesson Plan 3; Bartollas and Schmalleger, chapters 5 and 6 (p.107-153); Lecture 5- Social Process Theories of Delinquency; Lecture 6- Social Interaction Theories of Deviance; YouTube: Big Brothers Big Sisters program (6:29); YouTube: Juvenile Delinquency Prevention (3:15); Quiz 1 Study Guide (extra credit); class notes and YouTube lectures
3/2-3/29  Spring recess 3/15-3/22	Lesson 4: The Juvenile Justice System	Lesson Plan 7; Bartollas and Schmalleger, chapters 12, 13, and 14 (p.298-381); Lecture 7- Juvenile Justice Process; Lecture 8- Police and the Juvenile; Lecture 9- Juvenile Court; YouTube: Juvenile Delinquency Court- What to Expect (13:07); YouTube: Juvenile Detention (25:01); YouTube: Growing up in Prison: Juveniles Serving Life without Parole (11:01); Exam 3 Study Guide; class notes
3/30-4/12	Lesson 5: Family, Schools, and Community	Lesson Plan 5; Bartollas and Schmalleger, chapters 8, 9, and 15 (p.183-235; 387-438); Lecture 10- Families and Delinquency; Lecture 11- Schools and Delinquency; Lecture 12- Community-based Corrections; YouTube: 4 types of Bullying (5:37); YouTube: Community

		Corrections as an Alternative to Incarceration (5:54); YouTube: Juvenile Status Offenders/Educational Video (5:31); Quiz 2 Study Guide (extra credit); class notes
4/13-4/19  Spring recess 4/16/14	Lesson 6: Gender and Race	Lesson Plan 6; Bartollas and Schmallegger, chapter 7 (p.159-183); chapt. 2 (p.35-38); Seigel and Welsh PDF (p. 44-48); Bates and Swan PDF (p. 14); Lecture 13- Gender, Intersectionality, and Delinquency; YouTube: Race, Youth and Criminal Justice System in Baltimore (11:07); YouTube: Girls in Trouble (9:51); class notes
4/20-4/26	Lesson 7: Gangs and Drugs	Lesson Plan 7; Bartollas and Schmallegger, chapters 10 and 11 (p.240-292); Lecture 14- Gangs and Delinquency; Lecture 15- Drugs and Delinquency; YouTube: Teen Drug and Alcohol Abuse Video (5:41); YouTube: Confronting gang violence: Why do kids join gangs? (11:34); class notes

**THIS SYLLABUS AND COURSE REQUIREMENTS LISTED ON SAKAI MAY BE ALTERED AT ANY TIME AT THE DISCRETION OF THE INSTRUCTOR**

Date	Day	Event
1/07/15	Wed	Orientation, Academic Advisement; Registration/Payment for New First-Year Students
1/08/15	Thu	Academic Advisement, Registration/Payment for New Transfers and Readmits
1/09/15	Fri	Faculty Report; Orientation for New Students
1/12/15	Mon	Classes Begin
1/12/15	Mon	Add/Drop and Late Registration (Late Fee Applies), via RAIL or at Ikenberry Hall, 9:00 am-4:00 pm -- Consult Advisor
1/16/15	Fri	Last Day to Add/Drop or Late Register via RAIL or at Ikenberry Hall, 9:00 am-4:00 pm -- Consult Advisor
1/19/15	Mon	Martin Luther King, Jr. Day - Holiday
1/23/15	Fri	Last Day for Instructor-Approved Late Adds via RAIL
1/26/15	Mon	Last Day to Change a Course from Credit to Pass/Fail Status
2/2/15	Mon	Last Day to Change a Course from Credit to Audit Status
2/13/15	Fri	Last Day to Withdraw from first-half semester class -- See Advisor by Noon
2/23/15	Mon	First Day of Mid term Exams

2/27/15	Fri	Last Day of Mid-term Exams; Last Day to Apply for August and December 2015 Graduation (Registrar's Office)
3/2/15	Mon	Mid term Grades Due -- 9:00 am; Second-half semester classes begin
3/4/15	Wed	Mid-term Grades Available on RAIL (tentative)
3/13/15	Fri	Last Day to Withdraw from a Full Semester Class -- See Advisor by Noon
3/15/15	Sun	First Day of Spring Recess
3/22/15	Sun	Last Day of Spring Recess
3/23/15	Mon	First Day of Summer 2015 RAIL Registration for Continuing Students, 9:00 am-4:00 pm.
3/25/15	Wed	First Day of Academic Advisement for Continuing Students for Fall 2015
4/3/15	Fri	Last Day to Withdraw from second-half semester class - See Advisor by Noon
4/6/15	Mon	First Day of Fall 2015 RAIL Registration for Continuing Students, 9:00 am-4:00 pm.
4/8/15	Wed	Last Day of Academic Advisement for Continuing Students for Fall 2015
4/16/15	Thu	First Day of Spring Weekend Recess (as needed, make-up days for inclement weather)
4/17/15	Fri	Second Day of Spring Weekend Recess (as needed, make-up days for inclement weather)
4/24/15	Fri	McMurrin Scholars Convocation; Last Day of Classes; Last Day for Complete Withdrawal from Semester
4/27/15	Mon	First Day of Final Exams
5/1/15	Fri	Last Day of Final Exams
5/4/15	Mon	Second Semester Grades Due 9:00 am--End of Second Semester
5/5/15	Tue	Grades will be available via RAIL (tentative)
5/09/15	Sat	Commencement
5/25/15	Mon	Memorial Day