

**MISSISSIPPI VALLEY STATE UNIVERSITY**  
**Department of Criminal Justice**  
**CJ387-01 – Juvenile Justice Systems & Practices**  
**Fall 2019**

**Instructor:** Sherill V. C. Morris-Francis, Ph.D.  
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**Office Hours:**

Tuesday - 10:00 AM – 1:00 PM  
Wednesday – 10:00 AM – 2:00 PM  
Thursday – 10:00 PM – 1:00 PM

**Required Text:**

Required Text(s): Whitehead, J. T & Lab, S, (2018) Juvenile Justice: An Introduction. 9<sup>th</sup> Ed.  
New York, NY: Routledge. ISBN: 13: 9780815358442

**PLEASE NOTE: The textbook(s) for this course are available on Reserve at the Circulation Desk at the James H. White Library for a 2-hour loan period (books must stay in the Library). Please take advantage of this resource, but keep in mind that copies of textbooks for each course are limited and may be in use by another student, particularly right before an assignment or reading is due, so plan your textbook use accordingly.**

**Catalog Course Description:** A comprehensive survey of all facets of juvenile justice systems and practices. The course starts with the origins of the juvenile justice system. It examines theories of delinquency, and reviews juvenile courts, prosecutions, juvenile rights, and corrections; and comparative juvenile justice systems and the future of the juvenile justice systems.

**Criminal Justice Undergraduate Program Learning Outcomes (PLOs):**

Upon completion of the undergraduate program in criminal justice, the student should demonstrate an understanding of the:

1. Crime issues, trends, and basic legal principles in America;
2. The social, economic and political forces that influence the definition and response to crime in America; and
3. The history, development, and operations of the criminal justice system.

**Student Learning Outcomes (SLOs):**

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

1. Describe the historical origins of the juvenile justice system:

2. Define terms specific to juvenile justice (e.g., status offense, delinquency, *parens patriae*, Houses of Refuge, child savers)
3. Recognize theoretical perspectives relative to the juvenile justice system (viz., individual theories of delinquency (choice and trait perspectives); sociological theories (cultural deviance, strain, social control, labeling and conflict explanations); developmental and female delinquency theories)
4. Identify the social context of delinquency (specifically comparing various environmental influences--social institutions—family, school, peer group, law enforcement, probation, and aftercare, relatively how they function proactively or reactively to delinquency); and,
5. Describe the different stages in the juvenile justice process; and
6. Understand the etiology of delinquency and the policy implications that emerge from this knowledge

**Class Attendance Policy:** Each student is required to participate by using Blackboard Communication Tools, taking online exams, and other aspects of Blackboard. You are expected to log in regularly (daily, perhaps several times per day) to submit assignments, check grades, personal messages, and view assigned materials.

Student(s) who fail to participate in the online course during a course week will be deemed absent for that week. The absence will be annotated as absent unexcused (AU) unless the instructor has been informed beforehand and deemed the absence as absent excused (AE). The instructor shall report all absences to the main campus as required. A student who has not participated for 7 consecutive days regardless if the absences were deemed AU or AE shall be recommended for administrative withdrawal to the main campus. In a traditional classroom setting, just because a student contacts the instructor and is excused from a scheduled class meeting does not mean the student is given credit for participation or attendance. The student is still annotated as AU or AE. **The online class shall be no different in this respect.** It is the instructor's sole discretion as to what he/she shall consider AU or AE.

**Course Drops/Incompletes:**

Students not completing the course for any reason are required to submit official drop notices to the Registrar's Office prior to the deadline date. This is **your** responsibility. Failure to comply with the procedure WILL result in you receiving a letter grade of "F" or "UF."

**Also, if for any reason you decide to withdraw from the university at any time, please withdraw properly. Not officially withdrawing from the university may impact your financial aid and result in you owing the university.**

**Academic Integrity: Cheating and Plagiarism Policy:** Academic dishonesty is a very serious problem in academe. Academic dishonesty includes cheating and plagiarism, among other things. Plagiarism (the act of incorporating material from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in an automatic F grade in the course. Furthermore, unauthorized assistance, or exchange,

or interaction between or among students during an exam will be considered cheating. (See Student Handbook)

To address the situation of plagiarism, the University has implemented *Turnitin* to fight plagiarism and improve reading, writing, and research skills. Turnitin is a comprehensive plagiarism prevention system that lets faculty quickly and effectively check all students' work. Results are based on exhaustive searches of billions of pages from both current and archived instances on the internet. Plagiarism will result in at least a failing grade for the course.

### **Submission of Work:**

The first week begins the first day of the term. Scheduled assignments **MUST** be completed and successfully submitted when requested by the instructor by the due dates and times. **NO** opportunities will be available for making up class activities or assignments if students do not have a bona fide excuse.

All course-writing assignments must be submitted in APA format (6<sup>th</sup> edition).

**Make-up Policy:** Make-up will be based on unforeseen circumstances or emergency situations (e.g., serious illness, accidents, jury duty, or death in the immediate family) that make it impossible for the student to complete the course requirements on schedule. In that case, the student must request the make-up of a course grading item(s) and obtain the approval of the instructor before the make-up. Also, students attending officially authorized functions must discuss make-up with the instructor and obtain the instructor's approval before the make-up. Otherwise, there is **NO** opportunity for make-up or **"I" grade** in this course.

### **Course Evaluation Methods/Teaching/Learning Strategies**

#### **Assignment Description and Due Dates**

Weekly Discussion Forums: 20%

The Blackboard Discussion Board will serve two purposes for this class. Students will be expected to participate in both activities.

During the semester the instructor will assign various Discussion Board activities (Minimum 7 discussions) based on the topics being discussed in the weekly readings. They may include additional readings, video clips, and research questions. These assignments need to be completed in the time allotted (usually a two-week period). Students will be required to post one (1) original response to the posted activity/questions and **AT LEAST TWO (2)** supplemental responses based on another student's post. The best way to improve your discussion-post scores is to reply to my comments and questions. Students are expected to post high-quality messages (e.g., well-written, addressing multiple perspectives, citing sources, etc.) that are related to the discussion topic. Your grade for discussion boards will be based on both the quantity and quality of your contributions. In

other words, I will keep track of how often you post meaningful, substantive contributions to class discussion. I will also pay attention to whether your contributions demonstrate responsiveness to the reading assignments, to my posts, and to your classmates' posts. Everyone is expected to participate in all discussion boards. The participation grade will be given based on the discussion rubric. (This will be posted on the discussion board).

Please post your initial discussion board response by 11:59 pm on Wednesday of the first week the discussion opens. You must then log in throughout the rest of the period for the discussion activity and submit a minimum of two replies to the posts of your classmates. Discussions will close by 11:59 pm on the Sunday of the final week.

The Blackboard discussion board is also a great place to post questions you may have about the weekly assigned readings, so that everyone in class may follow and respond to your questions. I will also reply to your questions in the discussion forum. When you have assignment questions, please check the discussion forum first to see if an answer to your question has already been posted. Please feel free to post your questions as you read.

### **Assignment #2. Chapter Review and Critical Thinking - 20% of Final Grade**

#### **Weekly Quiz - 10% of Final Grade (If necessary – If professor determines students are not completing the reading assignments)**

This activity includes you reading the assigned chapters (articles, etc.) in its entirety, and completing the assigned quiz. You are also required to submit to me the following in a one-page summary document:

- (1) At least three main things you learned from the assigned reading. Please note – these should be substantive things learned from the assigned reading.
- (2) What is/was not clear to you; please indicate the page number so I can respond accordingly. If you understood everything, please say so.
- (3) What made you think, and why (please discuss the “what” and the “why”). Further instructions on completing this activity will be posted in the modules.

### **Assignment #3. Major Class Project – 30% of Final Grade**

Students will complete one major project that requires proficiency in both communication and critical thinking. The research project will be completed in pairs or in groups of three individuals (based on the size of the class), with each group choosing one research project from the list provided. The group will be required to use current research articles (2010 -2019) to support their position. Each group will develop a PowerPoint presentation to share with their classmates. Each group will be required to upload their PowerPoint to the designated discussion board, in addition to

uploading to the grading center. Further instructions on completing this activity will be posted on the module.

Major Project Due Date: December 2, 2019, by 11:59 pm. Class review and discussion of Projects begins on Monday, December 2, 2019, and ends Wednesday, December 11, 2019.

### **Exam Description and Due Dates - Examinations: 30% of Final Grade**

There will be two timed multiple-choice, short answer, and/or fill-in-the-blank exams for this course. The exams will cover material from the online lectures, assigned readings, and online class discussions. The mid-term exam will include the chapters covered prior to the mid-term exam. And the final exam will include the chapters covered after mid-term. Make-up timed essay exams will be given only under "extenuating" and "documented" circumstances

### **Mid-Term Exam- October 7 – 11, 2019**

### **Final Exam – December 9 – 13, 2019**

### **Assignment and Exam Late Policy**

No late assignment will be accepted. If you are unable to submit an assignment as scheduled, please contact the instructor prior to submission. Please do not submit any assignment to the instructor via email.

Make-up Policy: Make-up will be based on unforeseen circumstances or emergency situations (e.g., serious illness, accidents, jury duty, or death in the immediate family) that made it impossible for the student to complete the course requirements on schedule. In that case, the student must request the make-up opportunity for a course grading item(s) and obtain the approval of the instructor before the make-up. Also, students attending officially authorized functions must discuss make-up opportunities with the instructor and obtain the instructor's approval before the make-up. Otherwise, there is NO opportunity for make-up or "I" grade in this course.

**Extra Credit:** If an opportunity for extra credit presents itself, it will be discussed in class and made available to the entire class at the discretion of the instructor. There will be no individual opportunities for extra credit.

**Performance Evaluation:** The course grading will be as follows:

Examinations	30%
Course Project	20%
Critical Thinking	20%
Discussions	20%
Quiz	10%
<b>Total:</b>	<b>100%</b>

**Grading Scale:**

A = 100 – 90%; B = 89 – 80%; C = 79 – 70%; D = 69 – 60%; F = 59 – 0%

**Final Grade:** The final grade for this course will be based on the average of your scores on the five grading items listed above.

**Grade Appeals:** Any student who believes that he or she has been graded unfairly, even after talking with the instructor about the grade, may appeal that grade by following University procedures as explained in the Student Handbook. Please keep the records of all graded assignments and make all appeals in writing with proper documentation. It is the student's responsibility to prove that he or she has been graded unfairly.

**Special Needs and Accommodations:**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located in the Social Science Building Office 105 to register for the program at the beginning of each semester. For more information or to schedule an appointment, please contact Mrs. Kathy Brownlow, via phone or email at 662-254-3443 or [kbrownlow@mvsu.edu](mailto:kbrownlow@mvsu.edu).

**Accommodation is not a courtesy...it's the law.**

**Course Schedule:** *subject to some changes depending on the needs and level of the class*

**Fall 2019 Course Schedule (Tentative)**

	<b>Topic Outline - Reading Assignments</b>
WEEK 1 08/26-08/30	Course Orientation and Syllabus Discussion <b>Module 1: History of Juvenile Justice</b> Chapters 1 – Introduction – The Definition and Extent of Delinquency <b>August 26, 2019 - Classes Begin</b> <b>Introduction</b> <b>Discussion Board #1</b> <b>Critical Thinking #1</b>
WEEK 2 09/02-09/06	Chapter 2 – The History of Juvenile Justice <b>Labor Day Holiday – September 2, 2019</b> <b>Critical Thinking #2</b> <b>Discussion Board #2</b>
WEEK 3 09/09-09/13	<b>Module 2: Theoretical Explanations</b> Chapter 3 – Explaining Delinquency – Biological and Psychological Approaches. <b>Critical Thinking #3</b> <b>Discussion Board #3</b>
WEEK 4 09/16-09/20	Chapter 4: Sociological Explanation of Delinquency <b>September 16, 2019, Last Day to Drop/Add Classes</b> <b>December Graduation Application Due – Sept. 20, 2019</b>  <b>Critical Thinking #4</b> <b>Discussion Board #4</b>
WEEK 5 09/23-09/27	<b>Module 3: Juvenile Delinquency Issues</b> Chapter 5: Gang Delinquency <b>Discussion Board #5</b> <b>Critical Thinking #5</b>
WEEK 6 09/30-10/4	Chapter 6: Drugs and Delinquency <b>Discussion Board #6</b> <b>Critical Thinking #6</b>
WEEK 7 10/7-10/11	<b>MID-TERM EXAMS</b> <b>Chapters 1 - 6</b>
WEEK 8 10/14-10/18	Chapter 7: Policing and Juveniles <b>October 14, 2019: Deadline to submit Mid-Term Grades</b> <b>October 17, 2019: Online Registration begins for Spring 2020</b> <b>Discussion Board #7</b> <b>Critical Thinking #7</b>
WEEK 9 10/21-10/25	Chapter 8: The Juvenile Court Process <b>Discussion Board #8</b> <b>Critical Thinking #8</b>

WEEK 10 10/28-11/1	<b>SPRING BREAK</b> <b>March 11 – Deadline to submit Mid-Term Grades</b>
WEEK 11 11/4-11/8	<b>Module 4: Due Process and JJ Interventions</b> Chapter 9: Due Process and Juveniles <b>November 8, 2019 – Last Day to Withdraw from a Class</b> <b>Discussion Board #9</b> <b>Critical Thinking #9</b>
WEEK 12 11/11-11/15	Chapter 10: Institutional/Residential Interventions <b>November 15, 2019 – Last Day to Withdraw from the University</b> <b>Discussion Board #10</b> <b>Critical Thinking #10</b>
WEEK 13 11/18-11/22	Chapter 11: Juvenile Probation and Community Corrections Chapter 12: Restorative Justice <b>Discussion Board #11</b> <b>Critical Thinking #11</b>
WEEK 14 11/25-11/29	Fall Break Thanksgiving Holidays
WEEK 15 12/2-12/6	<b>Module 5: Future Directions in Juvenile Justice</b> Chapter 13 - The Victimization of Juveniles Chapter 14: Future Directions in Juvenile Justice <b>December 2, 2019 – Classes Resume</b> <b>SENIOR Final Exam – Dec 2 – 4</b> <b>December 2, 2019 – Course Paper Due by 11:59 PM</b> <b>Critical Thinking #12</b>
WEEK 16 12/9-12/13	<b>FINAL EXAMS</b> <b>COMMENCEMENT – DEC 14, 2019</b> <b>Chapters 7 - 14</b>
WEEK 17 12/16-12/20	<b>December 16, 2019 - Deadline to Submit Final Grades</b>

***Disclaimer!!!!***

***I reserve the right to change anything in this syllabus. All changes will be announced in class or via Blackboard mail, if necessary. Be aware that if I feel readings are not being completed, I will give unannounced quizzes. If I feel class participation is lackluster, I may grade it more heavily. Any changes will count towards your grade in addition to the grading structure described above. Realistically, these options create more work for both you and I. So, let's not have to resort to them.***