

**MISSISSIPPI VALLEY STATE UNIVERSITY**  
**Department of Criminal Justice**  
**CJ387-01 – Juvenile Justice Systems & Practices**  
**Fall 2018**  
**Tuesday/Thursday (TR) 3:50 PM – 5:05 PM**

**Instructor:** Sherill V. C. Morris-Francis, Ph.D.  
Office: Social Science Building, Room “N”  
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**Office Hours:**

Tuesday - 11:00 AM – 3:00 PM

Wednesday – 10:00 AM – 2:00 PM

Thursday – 1:00 PM – 3:00 PM

**Required Text:**

Required Text(s): Whitehead, J. T & Lab, S, (2015) Juvenile Justice: An Introduction. 8<sup>th</sup> ed.  
New York, NY: Routledge. ISBN: 13: 978032329871

**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 the 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 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:**

***This Class Requires Regular Attendance.*** Attendance will be taken each lecture. Absences, tardiness and leaving the classroom before class is dismissed are hereby discouraged, since both can have a negative effect on your grades. In signing up the honor system will be used. Students will legibly sign their names on the roll sheet. You are not allowed to sign up a friend, even when asked by that friend. In cases where the honor system is not observed, the situation will be brought up to the Program Coordinator, and if necessary to the attention of Judicial Services (in writing). This letter will be kept in the files of all students involved until they graduate (Note: employers do check school records!)

### **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 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**

A variety of instructional techniques will be utilized in this course. The class will be taught under the philosophy of active learning and student participation utilizing a team-based learning approach. This approach will provide students with opportunities to regularly practice skills that are essential to criminal justice practitioners. Students will be assigned to teams early in the semester and will work with those teams throughout the course. Course requirements are specifically designed to ensure that students are prepared for team work and that the team experience avoids typical problems of "group work" (e.g., free riders, dominant members, splitting up the work to avoid interaction, etc.). The responsibility for learning basic material is placed on students with work done outside of the class, while time in class is spent using that material in creative and sophisticated ways as both individuals and teams. All team work is done during class time. Course grades will be based on work from both individuals and teams. The following is a list of activities that will be done in your teams:

- a. You will take RATs first as an individual, then with your team, to ensure that you understand the most important information that will be applied to the Team-Based Learning Activity. These RATs will take place at the beginning of each unit.
- b. You will solve specific problems, or Team-Based Learning Activities. You will be asked to generate your own solutions, and work with your team members to come to a consensus about the solution, which you will report and defend as a team. These will be the basis for class discussions.

c. You will evaluate your team members in terms of preparation, flexibility, contributions and respect for the group (i.e., on-time and regular attendance). Peer evaluations are an integral part of TBL as they help to assure accountability among team members.

d. Class attendance will be taken at every session, so it is highly recommended that you attend class regularly. Failure to attend class will result in lost participation points and reduced course engagement. Please arrive early or on time, as we will start promptly at 9:25 AM. On the days that you have a RAT, the RAT will be given at the beginning of the class period and arriving late will earn you 0 points on the Individual RAT (i-RAT), though you will earn Team RAT (t-RAT) points. You may not make up that day's i-RAT.

e. If for some reason you must miss class, please notify the instructor to be able to make up missed work. It is not possible to make up Team Activities.

f. As a Team member, please be prepared to ask and respond to questions and participate in class discussion. Students must remember that informed and interested participation will greatly impact their final grade. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity. Thus, I cannot emphasize enough the need to have the book early in the course.

### **Assignments:**

Each student is required to turn in/participate in the following assignments described below. The purpose of these assignments is simply to ensure that the students have read and understood the lecture material and the content of each chapter. No late assignment will be accepted, which means the student can get a zero for not submitting their assignment on time. Similarly, the instructor will not accept any assignment ahead of time, except in anticipation of a major bed ridden illness or some other reason. In any case, please let the instructor know ahead of time. Not turning in an assignment can be a costly decision as these assignments comprise 70% of your overall grade. This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes of the course

### **CLASS FORMAT**

This class will be taught using Team-Based Learning, which consists of **Reading Assurance Tests (RATs)**, facilitated discussions, team activities, and some mini-lectures.

### **Course Evaluation Methods**

This course will utilize the following instruments to determine students' grades:

#### **1. Examinations: 30%**

There will be a minimum of two (2) examinations, each worth 100 points. Each exam will have

approximately 75 – 100 questions (e.g., multiple choice, true/false). Each exam will encompass only the materials analyzed during that portion of the course. If a student finds it unavoidable to be absent from an examination, makeup exams are to be scheduled with the instructor and will only be given to students with excused absences (i.e., death of someone close, hospitalization of oneself or one's child, or a spouse, etc.) Expect such tests to be more challenging than regularly scheduled exams.

These cases will be handled on an individual basis. Students can only miss ONE test due to an emergency. In such an event, the new test administered will be ALL essay/discussion questions.

## **2. Reading Assurance Tests - RATs: - 20%**

These in-class quizzes (minimum 7) assess students' comprehension of assigned readings to ensure that they are adequately prepared to apply the knowledge from those readings to class activities. RATs are closed-book tests that are administered twice in the same day. First students take the test individually (i-RATs). Each i-RAT is worth 30 points. Once they turn in their individual responses, then students take the test again as a team (t-RATs). Team members discuss each question to obtain consensus about the answer. Each t-RAT is worth 40 points. The lowest i-RAT and t-RAT score for everyone will be dropped at the end of the semester to allow for absences. Make-ups for RATs will only be allowed for exceptional circumstances upon prior approval by the professor.

Class participation is key!!! The instructor is interested in creating a dialogue – in which the students actively participate – as they examine key topics and issues in criminal justice.

**PLEASE NOTE: THE TOP TEAM MEMBERS WILL BE AWARDED AT THE END OF THE SEMESTER!!!!**

## **3. Weekly Discussion – Team Based Activity– 20%**

In the second week of class, as a group you will sign up for your class participation activities. Your activities and date for your presentations will be determined by your professor. Here are five important considerations as you complete your activities.

1. I expect this to be a group effort – it is your responsibility to find your group members (Your Team) and to collaborate on the assignment. You should coordinate your presentation prior to class.
2. You will be graded on the quality of your presentation – that is, how well you have addressed your assigned issue. You do not get points for mere completion of the assignment – I expect to see that you have put some time and thought into it.
3. It will take some time for you to prepare for these activities. Start early – don't wait until the last minute, or you may not be able to locate information or otherwise prepare for your assignment!
4. As a group, (TEAM) you must turn in the following materials (typed, of course): (a) a copy of your presentation (b) a bibliography listing the sources you used; and (c) any

- supporting material (such as charts, etc.) – if relevant to your presentation.
5. Your presentation should be twenty to twenty-five minutes in length – neither substantially shorter nor substantially longer.

The purpose of these activities is twofold: (1) for students to gain knowledge about a topic of interest to them based on the course, and (2) to familiarize them with resources available for criminal justice research. Each discussion should be a minimum of one full page. Responses should demonstrate that the student have seriously thought about the question or issue. Filling a page with nonsense or evading the question will not result in the student receiving credit for that entry.

Please note that assignments should be double spaced, 12-point font, and Times New Roman type. The paper will include a minimum of one reference taken from scholarly journals located in the MVSU Library and no more than two references from the internet. The format and style of the paper will follow the American Psychological Association (APA) Manual. The instructor will grade the paper on content, organization, and English usage.

Please note that plagiarism (the act of incorporating material that comes from another author without citing the source) is the most serious intellectual fraud and must be avoided. Any act of plagiarism will result in at least a failing grade for the assignment(s) and/or course.

#### **4. Analytical Term Paper = 30% (due December 4, 2018) - Individual Submission**

For your analytical term paper please choose an issue concerning juvenile delinquency in the United States. In writing this paper it helps if you choose a topic that touches you personally – that is one that you can relate to/with for one reason or the other. You may find it more motivating also to choose a topic that addresses a problem that is relevant to your current or future career interest, your community needs or issues currently in the criminal/juvenile justice system. You must define and describe the issue in detail and comment on your perspective on the issue and how the issue (problem) can be solved.

The term paper should be at least 5 pages long, and should include the following sections: Introduction, Literature Review, Methodology, Discussion, Conclusion and Bibliography. Your paper must be typewritten, using 2.0 line spacing, and must be properly referenced using the APA referencing style. Ensure that your work conforms to proper use of grammar, spelling and sentence structure. Your paper should read like a very well written journal article.

I encourage you to discuss your paper with each other. You must however, submit a work that is truly yours. In other words, while two or more people can write on the same topic, the paper you submit must reflect individual enterprise, that is, you are not allowed to collaborate on the actual writing of the assignment.

The following are suggested outlines for your term paper:

- a. Introduction (Problem statement. What? Why? How?)

- b. Literature Review (Review of extant literature on the subject, Why? How? Find a Hole; Look for Debates).
- c. Research Design (Methods applied to obtain materials for your paper, How? Library search? Research Procedures, kind of data.)
- d. Research Findings –evidence of importance
- e. Discussion of Research Findings (analysis of issue/problem)
- f. Conclusions - Implications of Study/Research Findings for policy/solving of real life problem; Importance; Contributions
- g. References

The following are good sources for data for your term paper: (The University Library will be your best place to start your inquiry. Do not also forget that I remain your other source for guidance, and I am available to assist you when you call on me. To complete a good research paper, you must give yourself time. Start now to put your materials and thoughts together. It is not possible to write a good research paper within 24 hours).

- a. Refereed Academic/ Professional Journals
- b. Books published by Academic Presses
- c. Magazines or Newspapers that are highly regarded
- d. The Mainstream Popular Press
- e. Internet sources (etc.).

**Note: All papers (including projects) must be typed, double-spaced and in APA format, 6<sup>th</sup> edition.**

### **EVALUATION RUBRIC FOR COURSE TERM PAPER**

The following are the criteria the instructor will use to evaluate your Term Paper. The relevance of the content to the subject matter, and how you organize, present ideas, apply the relevant theoretical framework; creatively interject your opinions and your English usage. In addition to evaluating the different elements of the paper, a holistic view on how these features are brought together to form a total work is important

## GRADING RUBRIC FOR TERM/RESEARCH PAPER

<b>Category/Criteria (75 total points)</b>	<b>Excellent A/B (4)</b>	<b>Satisfactory C (3)</b>	<b>Unsatisfactory D/F (2)</b>
<b>Mechanics (15) points)</b>	<b>12-15 points:</b> Paper has no to a few (0 to two) spelling, grammatical or sentence structure errors.	<b>11 points:</b> Paper has some (3 to 5) spelling, punctuation, grammatical and sentence structure errors, but not enough to detract from the content.	<b>0-10 points:</b> An abundance of spelling, grammatical, punctuation, and sentence structure errors that detracts from the content.
<b>Organization (20 points)</b>	<b>15-20 points:</b> Paper follows the APA 6 <sup>th</sup> ed. format, progresses in a logical manner, and has appropriate transitions.	<b>13-14 points:</b> Paper has some problems with format, logic and transitions, but not enough to detract from the content.	<b>0-12 points:</b> An abundance of format, logic and transition issues that detracts from the content.
<b>Citations/Sources (10 points)</b>	<b>8-10 points:</b> All sources are properly cited both in-text and in the reference page.	<b>7 points:</b> Only minor issues with citation placement and reference page.	<b>0-6 points:</b> An abundance of citation errors in-text or in the reference page.
<b>Content. (30 points)</b>	<b>22-30 points:</b> Author addresses all aspects of the assignment, has fully developed ideas, uses description and analysis appropriately, demonstrates critical thinking skills and uses appropriate sources. .	<b>19-21 points:</b> Author needs to make minor improvements to addressing, developing ideas, describing/analyzing, demonstrating critical thinking skills and using appropriate sources.	<b>0-18 points:</b> Author fails to address the assignment, develop ideas completely, describe or analyze appropriately, use critical thinking skills and use appropriate sources.

Source: (Lenning & Quinn, 2011)

**If student/learner submits a paper with more than 9% commonalities of published information (according to turnitin.com), then, the student will obtain a total of 0 points for his or her submission/submittal.**



**Total Points:** \_\_\_\_\_/75

General Comments:

A. For a paper to score an A it must meet the following criteria.

The paper comprehensively addresses the subject matter. The thesis, arguments and all supporting evidence show a clear understanding of the issues. The paper clearly, effectively and insightfully develops and conveys a point of view. Its organization and focus are also very clear, coherent, and ideas smoothly progress from one to the other, and demonstrating excellent critical thinking and supported with appropriate examples. There are no major errors in vocabulary, sentence structure, spelling, citation, punctuation and paragraphing. It must meet the APA format and present a complete Bibliography in a separate page.

B. A paper in the B grade range must meet the following criteria:

Show significant mastery of the subject matter; however, showing occasional errors in thought and quality; the paper is clearly and effectively developed and presented, demonstrating reasonable critical thinking, coherence in thought, and progression of ideas; occasional mistakes which do not impede the meaning and clarity of the statement in grammar, word selection, sentence structure, spelling, paragraphing. Appropriate evidences are provided to support paper thesis, arguments and opinions. The References must be complete, and the APA writing format followed.

C. A paper in the C or lower range has the following weaknesses:

The paper shows some understanding of the subject matter however with significant errors that compromises the quality of the paper. The theories selected for analysis do not fit or are misapplied. One or more of the important elements of the paper is missing. The paper in significant respects is unfocused and or disjointed and incoherent. There are several grammatical, sentence structure and spelling mistakes. The citations and references are either lacking and or not properly done.

**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%
Term Paper	30%
RATS	20%
TEAM Discussions	20%
<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 inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

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

### **TYPES OF DISABILITIES COVERED UNDER THE LAW**

Acquired Brain Injury  
Attention Deficit Hyperactivity Disorder  
Blind and Low Vision  
Deaf and/or Hard of Hearing  
Learning Disabilities  
Medical Disabilities  
Mental Health Disabilities  
Mobility Impairments

Dean, University College  
Services for Students with Disabilities (SSD)  
H.G. Carpenter Building  
(662) 254-8376

**Course Procedures:**

Students are expected to be civil – respect for themselves, other students, and the instructor at all times. Talking while the class is in session, without being called on by the instructor, is very disruptive. Students who are disruptive will be asked to vacate the classroom and have a conference with the instructor prior to returning to the classroom. Please note that cell phones should be turned off and no children, or persons not registered for the course are allowed in the classroom. Continued disruption in this regard can result in a deduction of 10 points from your grade.

**THIS CLASS REQUIRES REGULAR ATTENDANCE.**

Attendance will be taken each lecture. Absences, tardiness and leaving the classroom before class is dismissed are hereby discouraged, since both can have a negative effect on your grades. In signing up the honor system will be used. Students will legibly sign their names on the roll sheet. You are not allowed to sign for a friend, even when asked by that friend. In cases where the honor system is not observed, the situation will be brought up to the Program Coordinator and Department Chair, and if necessary to the attention of Judicial Services (in writing). This letter will be kept in the files of all students involved until they graduate (Note: employers do check school records!)

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

**Fall 2018 Course Schedule (Tentative)**

	<b>Topic Outline - Reading Assignments</b>
WEEK 1 08/20 – 08/24	Course Orientation and Syllabus Discussion Chapters 1 – Introduction – The Definition and Extent of Delinquency <b>August 20, 2018 - Classes Begin</b>
WEEK 2 08/27 – 08/31	Chapter 2 – The History of Juvenile Justice
WEEK 3 09/3 – 09/7	Chapter 3 – Explaining Delinquency – Biological and Psychological Approaches. <b>September 3, 2018 Labor Day Holiday</b> <b>RAT #1</b>
WEEK 4 09/10 – 09/14	Chapter 4: Sociological Explanation of Delinquency <b>September 10, 2018, Last Day to Drop/Add Classes</b> <b>September 14, 2018, December Graduation Application Due</b>
WEEK 5 09/17 – 09/21	Chapter 5: Gang Delinquency <b>December Graduation Application Due – Sept. 14, 2018</b> <b>RAT#2</b>
WEEK 6 09/24 – 09/28	Chapter 6: Drugs and Delinquency <b>September 27, 2018, Graduate Expo</b>
WEEK 7 10/1 – 10/5	<b>RAT #3</b> <b>MID-TERM EXAM #1</b>
WEEK 8 10/8 – 10/12	Chapter 7: Policing and Juveniles <b>October 8, 2018 - Deadline to submit Mid-Term Grades</b> <b>October 11, 2018 - Online Registration begins for Spring 2019</b>
WEEK 9 10/15 – 10/19	Chapter 8: The Juvenile Court Process <b>RAT #4</b>
WEEK 10 10/22 – 10/26	Chapter 9: Due Process and Juveniles
WEEK 11 10/29 – 11/2	Chapter 10: Institutional/Residential Interventions <b>RAT #5</b> <b>November 2, 2018 - Last Day to Withdraw from A Class</b>
WEEK 12 11/5 – 11/9	Chapter 11: Juvenile Probation and Community Corrections <b>November 9, 2018 – Last Day to Withdraw from the University</b>
WEEK 13 11/12 - 11/16	Chapter 12: Restorative Justice <b>RAT #6</b>
WEEK 14 11/19 – 11/23	<b>Fall Break</b> <b>Thanksgiving Holidays</b>

WEEK 15 11/26 – 11/30	Chapter 13 - The Victimization of Juveniles Chapter 14: Future Directions in Juvenile Justice RAT #7 <b>November 26, 2018 Classes Resume</b>
WEEK 16 12/3 – 12/7	<b>FINAL EXAMS</b> <b>December 4, 2018 - Course Paper Due 11:59 PM.</b>
WEEK 17 12/10 – 12/14	<b>December 10: 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.***