

MISSISSIPPI VALLEY STATE UNIVERSITY
Department of Criminal Justice
CJ 562 E01 – Seminar in Juvenile Delinquency
Fall 2018

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

Or by appointment

Virtual Office Hours: Monday - Thursday 5:00 – 7:00 pm

Required Text:

Siegel, L. J, & Welsh, B. C. (2018). Juvenile Delinquency – Theory, Practice, and Law 13th Edition. Cengage Learning.

Platt, A, M., (2009). The Child Savers: The Invention of Delinquency, The University of Chicago Press, Ltd. (Get it on Amazon.com).

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: Theoretical problems related to causation and prevention of delinquency and deviant careers.

Expanded Course Description: This course is designed to provide students with a solid foundation for mastering and analyzing the issues of juvenile delinquency. The course utilizes an interdisciplinary approach to provide students with the analytical tools and information needed to study the various theories, laws and practices pertaining to juvenile delinquency.

Course Goals: The goals of this course are to give students in-depth knowledge and understanding of the American criminal justice system and the conceptual tools that will enable

students not only to absorb a large amount of information about the American criminal justice system, but also to process that information critically and extend their learning beyond the classroom.

Mission of the Criminal Justice Program: The Master of Science in Criminal Justice provides students with advanced knowledge, skills, and professional abilities relevant to the criminal justice field. Students will explore the theoretical, operational, and legal components of law enforcement, courts, and corrections. Graduates are prepared for careers in the public or private sectors of the criminal justice system: including the pursuit of post graduate studies in the field.

Student Learning Outcomes: (SLOs).

Upon completion of this course, students are expected to discuss:

1. The history and current social context of the juvenile justice system
2. The legal issues that arise when dealing with juvenile offenders
3. The level and trends for juvenile delinquency
4. The etiology of delinquency and the policy implications that stem from this knowledge.

Class Attendance Policy: Each student is required to participate by using Blackboard Communication Tools, taking on line 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.

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, all assignments submitted to me will be submitted to Turn-*it-in*. 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.

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.

Teaching/Learning Strategies:

The instructor will set the course contents, course objectives, and methods of the on-line assessment. This course will incorporate the following instructional strategies: online activities and assigned readings/discussions and responses to critical thinking questions. Students are encouraged to actively participate in these activities, ask questions, and make comments when and where necessary. Most importantly, students are expected to be active learners, and to ask for clarification when necessary. To be successful in this online class, it is important that students read the assigned material, log on to Blackboard daily and submit assignments according to the schedule. 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.

Course Evaluation Methods

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

1. Examinations: 40%

There will be **at least two** exams. The exams will cover the material presented in the topic outline. The mid-term exam will include the chapters covered prior to the mid-term exam. And the final exam will include the chapters covered prior to the final exam.

2. Chapter Review/Critical Thinking Activity – 20% This activity includes you reading the chapter in its entirety and preparing your summary document as follows: (1) what was the topic of the reading; (2) at least five major arguments presented in the assigned reading material or at

least five things you learned from the reading. PLEASE NOTE that merely listing five points will not guarantee you full points. Please discuss what you learned. (3) What is/was not clear to you, please state the page number; (4) what made you think; (5) how what you read impacts you (your current feelings/thoughts on the issues; your future - career choice, life, family, etc.) (6) Your response to the critical thinking question(s) from each chapter posted by the Instructor, and (7) Your question from the assigned reading. You are required to raise at least one question from the reading. State this question in your summary document in addition to posting it on the discussion board for other students to respond to.

POINTS will be allotted as follows:

- (1) Topic of reading – 1 Point
- (2) List and discuss at least five major arguments presented in the chapter – 10 Points
- (2) What is/was not clear to you - please identify the page – 2 Points
- (3) what made you think – 3 Points
- (4) how what you read impacts you (your current feelings/thoughts on the issues; your future – career choice, life, family, etc.) - 4 Points
- (5) Your response to the critical thinking question(s) -8 points
- (6) Your question from the assigned reading – 2 points

3. Discussion Board = 15%

You must also respond to the issues, questions or video clips posted by the instructor on the weekly discussion board. Each student is required to respond to at least three of their classmates' posts on the discussion board. Students who fail to participate in the daily discussions or respond in a manner that shows that they have not read and understand the material will not receive their participation mark for the day. All responses should address the issues raised and not an attack on the student who raised the questions or arguments. Please ensure that your response is your own thoughts. Do not copy another student's post!!! The Rubric for discussion board activities will be posted on the discussion board.

4. Analytical Term Paper - 25% (due December 2, 2018 by 11:59 PM)

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 10 pages long, and should include the following sections: Introduction, Literature Review, Methodology, Discussion, Conclusion and Bibliography. Your paper must be typewritten, using 2.0m 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? 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 main 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.).

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

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

Performance Evaluation: The course grading will be as follows:

Examinations	40%
Term Paper	25%
Chapter Review/Critical Thinking Questions	20%
Discussion Board	15%

Total: 100%

Grading Scale:

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

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.

Online Communication Observation of "Netiquette"

Students must use Blackboard mail for contact with the instructor and other members of the class. All your online communications should be composed with fairness, honesty and tact. What you put into an online course reflects on your level of professionalism.

Technology: A dependable desktop and/or laptop computer is necessary for course activities.

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.

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
 Fall 2018 COURSE OUTLINE (Tentative)

Weeks	Topic Outline – Reading Assignments	Minimum Time (minutes)
Week 1 08/20-08/24	Chapter 1: Childhood and Delinquency Chapter 2: The Nature and Extent of Delinquency Pages xxxvii - lv in “The Child Savers” Classes Begin August 20, 2018 Introductions Discussion Board (DB)1 Critical Thinking (CT)1	Reading – 240 CT -120 DB – 120 480 minutes
Week 2 08/27 – 08/31	Chapter 3: Individual Views of Delinquency Chapter 1: Introduction - pages 3 – 13 in “The Child Savers” Discussion Board 2 Critical Thinking 2	480 minutes
Week 3 09/3 - 09/7	Chapter 4: Structure, Process, Culture, and Delinquency Chapter 2: Images of Delinquency, 1870-1900 in “The Child Savers” Labor Day Holiday – September 3, 2018 Discussion Board 3 Critical Thinking 3	480 minutes
Week 4 09/10-09/14	Chapter 5: Social Reaction, Social Conflict, and Delinquency Chapter 2: Images of Delinquency, 1870-1900 in “The Child Savers” Discussion Board 4 Critical Thinking 4 Last Day to Add/Drop Classes – September 10, 2018 December Graduation Application Due – Sept. 14, 2018	480 minutes
Week 5 09/17- 09/21	Chapter 6: Developmental Theories of Delinquency: Life-Course, Propensity, and Trajectory Chapter 2: Images of Delinquency, 1870-1900 in “The Child Savers” Discussion Board 5 Critical Thinking 5	480 minutes
Week 6 09/24 - 09/28	Chapter 7: Gender and Delinquency Chapter 8: The Family and Delinquency Discussion Board 6 Critical Thinking 6	480 minutes
Week 7	Chapter 3: The New Penology in “The Child Savers”	Prep – 240 m

10/1- 10/5	MID-TERM EXAM	Exam – 180 m
Week 8 10/8- 10/12	Chapter 9: Peers and Delinquency: Juvenile Gangs and Groups Chapter 4: Maternal Justice: in “The Child Savers” Discussion Board 7 Critical Thinking 7 October 8, 2018: Deadline to submit Mid-Term Grades October 11, 2018: Online Registration begins for Spring 2019	480 minutes
Week 9 10/15-10/19	Chapter 10: Schools and Delinquency Chapter 11: Drug Use and Delinquency Discussion Board 8 Critical Thinking 8	480 minutes
Week 10 10/22 - 10/26	Chapter 12: Delinquency Prevention: Social and Developmental Perspectives Discussion Board 9 Critical Thinking 9	480 minutes
Week 11 10/29 – 11/2	Chapter 13: Juvenile Justice: Then and Now Chapter 5: The Child-Savings Movement in Illinois in “The Child Savers” Discussion Board 10 Critical Thinking 10 November 2, 2018 - Last Day to Withdraw from a Class	480 minutes
Week 12 11/5 - 11/9	Chapter 14: Police Work with Juveniles The Child Savers and Three Cycles of Juvenile Justice Reform in the Twentieth Century America (pages 201 – 212) in The Child Savers Discussion Board 11 Critical Thinking 11 November 9, 2018 – Last Day to Withdraw from the University	480 minutes
Week 13 11/12-11/16	Chapter 15: Juvenile Court Process: Pretrial, Trial, and Sentencing Chapter 6: The Fate of the Juvenile Court in “The Child Savers”	480 minutes

	Discussion Board 12 Critical Thinking 12	
Week 14 11/19 - 11/23	Fall Break Thanksgiving Holidays	0 minutes
Week 15 11/26-11/30	Chapter 16: Juvenile Corrections: Probation, Community Treatment, and Institutionalization Chapter 17: Delinquency and Juvenile Justice Abroad November 26, 2018 - Classes Resume Discussion Board 13 Critical Thinking 13	480 minutes
Week 16 12/3 – 12/7	FINAL EXAMS December 2, 2018 - Course Paper Due 11:59 PM.	Pres – 240m Exam – 180 m Course Paper total time – 600 m
Week 17 12/10 – 12/14	December 10: Deadline to Submit Final Grades	0 Minutes

TOTAL MINIMUM MINUTES FOR THIS ONLINE COURSE – 7,680

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.