

**San Jose State University; Spring Semester 2011**  
**Justice Studies Department**  
**JS120, Section 2; Class #27957 – JUVENILE JUSTICE**  
**Mon and Wed; 3:00 - 4:15 pm; Sweeney Hall Rm 344**  
**PREREQUISITE: Upper Division Standing**  
**Semester Term: 1/26/2011 to 5/17/2011**

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**Pamela Serrano, Lecturer; Email: [pamnserrano@yahoo.com](mailto:pamnserrano@yahoo.com) (This email address is checked hourly Mon – Fri from 8 am to 6 pm)**  
**Office Hrs: Mondays 2:30 to 3 pm and 4:15 to 5:45 pm; Wednesdays 2:30 to 3 pm and 4:15 to 5 pm; Additional days/times by appointment for students seeking extra help or assistance during the semester**

**COURSE DESCRIPTION AND LEARNING OBJECTIVE:**

This course is designed to give students knowledge of the historical development of the juvenile court, as well as the current legal processes involving status offenders, delinquent, dependent and dual-status minors within today's juvenile justice system. Students will be introduced to the dynamics of the numerous justice partners, agencies, committees, boards and commissions within this system and the legal language and terms specific to juveniles. Prevention and rehabilitation will also be discussed with an emphasis on recidivism among the juvenile offender population. Controversial topics such as strikes and death penalty sentences for minors, transfers to adult court, competency-performance concerns and the minimum age limit for detention of minors will be discussed. Subject material will be presented through lectures, guest speakers, textbook readings, group and individual activities, special assignment projects, videos, online resources and supplemental materials provided by the instructor throughout the semester.

At the end of this course, students will have learned the major concepts of the juvenile dependency and juvenile justice system and how these differ from the adult criminal justice systems. Students will learn how the language and terminology; law enforcement, court and corrections processing; and treatment and rehabilitation of juvenile offenders differs from those of adult offenders. Students will also be introduced to the contemporary issues and problems with which the juvenile justice partners are currently involved.

**REQUIRED TEXTBOOK:**

Siegel, L. and Welsh, B. (2009) *Juvenile Delinquency: Theory, Practice, and 10<sup>th</sup> Ed.*, Belmont, CA: Wadsworth Publ. Co.

## COURSE REQUIREMENTS:

Students are expected to attend all classes. **Make-up assignments will be considered only for students who miss class because of an emergency or illness AND provide written documentation for that absence. IMPORTANT: No make-up assignments will be allowed without written documentation. All make-up assignments and due dates must be pre-approved by the instructor.**

1. ***Lecture material outlines and summaries*** will be provided to students in ***Power Point slides***. Students can access these slides online at least 48 hours prior to the next class meeting during which this material will be introduced. Students who do not have email or online access must meet with the instructor before the second class meeting to make other arrangements to receive this material.
2. ***Textbook reading*** assignments will be announced at the end of each class session. All students must be prepared to discuss these readings at the next scheduled class meeting and preparation to do so will be reflected in either the weekly grading for class participation and/or pop and vocabulary quizzes.
3. There will be ***two midterm exams and one final exam*** (75 points each) and each will consist of short answer, true or false, fill-in the blank and/or multiple-choice questions. The lowest exam score will be dropped and only the two highest exam scores will be included in the final grade (150 points total). **\*\*\*VERY IMPORTANT - For this reason, midterm makeup exams will not be allowed under any circumstances.**

NOTE: A review of all material to be included in these exams will be provided to students at the class meeting prior to each exam. The instructor will also be available after this class meeting for any students wishing further review of test material prior to the scheduled exam. Additional group or one-on-one review sessions will be considered for students expressing the need. The goal is for students to learn the material presented in class.

4. ***Vocabulary Log:*** Students will be required to maintain and keep current an extensive vocabulary log, which will further develop students' knowledge of the juvenile justice system. The words, terms, phrases and definitions for this log will be provided to students at each class meeting. Students are required to bring this log to each and every class meeting, as announced and unannounced quizzes will be given throughout the semester to test students' knowledge of this material and to ensure their logs are current. Students will also be required to incorporate material from this log into other class assignments. It is each student's responsibility to keep this log current and it is not the responsibility of the instructor.

5. Students will be required to complete **two writing assignments** regarding material covered in class. Each assignment must be typed, one page in length and single-spaced. The writings must also incorporate material from the vocabulary log. A verbal and detailed written description and additional requirements for these assignments will be provided the second week of class.
6. Students will be required to participate in a **special topic group debate assignment**. This assignment will be introduced to students at the first class meeting. Additionally, a detailed written and thorough verbal description of the assignment will be provided to students the second week of class. Students will be reminded throughout the semester about what is expected of them in this project and the instructor will be available to assist student groups in the preparation of this activity if necessary. A student sign-up sheet for this project will be distributed the first week of class. The debates will begin the third week of class and will be scheduled throughout the semester. This will be an interactive project and all students will be expected to contribute to the discussion during each group debate.
7. **Guest Speakers:** Guest speakers may be scheduled as available and as time permits. Students may be tested on material presented by these speakers.
8. **Announced and unannounced quizzes** on the **group debate special topic discussions, vocabulary log, class lecture, lecture slides, textbook readings and guest speaker information** will be given throughout the semester.
9. **Participation Points:** A maximum of 10 points can be earned each class meeting in group activities, individual oral contributions to lecture material and/or written questions regarding subject matter presented in class. Students who do not participate can lose a maximum of 10 participation points per class meeting. There will be no makeup assignments for participation points.  
**HINT: Attendance per se shall not be used as a criterion for grading, but opportunities to earn participation points may be offered at any time during a class meeting and are often offered at the end of a class meeting. Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all students.**
10. **Community-Based Organizations:** Students will be introduced to various organizations, committees and groups which partner to provide services to minors involved in the criminal and juvenile justice systems. Students may be tested on this material in pop quizzes.

**CLASS SUBJECT MATTER AND MATERIAL CONTENT (NOTE: SUBJECT TO CHANGE WITH FAIR NOTICE)**

- Week #1* Course introduction, assignment handouts, due dates, syllabus and textbook review, vocabulary log, group debate sign ups
- Week #2* Concept of Delinquency (Chapters 1, 2 & 13)
- Week #3* Social, Community and Environmental Influences Cont'd (Chapters 10, 11); group debates
- Week #4* Social, Community and Environmental Influences on Delinquency (Chapters 8, & 9); group debates
- Week #5* Instructor special topics; group debates; 1<sup>st</sup> midterm exam review
- Week #6 FIRST MIDTERM EXAM**
- Week #7* Theories of Delinquency (Chapters 3 & 4); group debates
- Week #8* Theories of Delinquency Cont'd (Chapters 5 & 6); group debates
- Week #9* Gender and Delinquency (Chapter 7); group debates; **1st Writing Assignment Due**
- Week #10* Instructor special topics; group debates; 2<sup>nd</sup> midterm exam review
- Week #11 SECOND MIDTERM EXAM**
- Week #12* The Dependency Court System; group debates
- Week #13* The Juvenile Justice Court Process (Chapter 15); Dual Status Minors; group debates
- Week #14* Police and Corrections (Chapters 14 & 16); group debates; **2<sup>nd</sup> Writing Assignment Due**
- Week #15* Prevention, Rehabilitation and Restorative Justice; remaining group debates; final exam review
- Week #16 FINAL EXAM - THE PLACE, DATE AND TIME WILL BE ANNOUNCED AT A LATER DATE**

## COURSE GRADE ASSESSMENT:

Special Topic Group Debate	50 points
Vocabulary Quizzes	50 points (total)
Class Discussion/Participation Activities	110 points (total)
Pop Quizzes	40 points (total)
1 <sup>st</sup> Writing Assignment	50 points
2 <sup>nd</sup> Writing Assignment	50 points
Two Midterms and Final Exam (two at 75 pt ea)**	<u>150 points (total)</u>
TOTAL AVAILABLE POINTS	500 points

## CLASS RULES

Students are expected to arrive to class on time, unless arrangements are otherwise made with the instructor prior to class. Leaving class early may be reflected in students' participation points. Students are required to turn off all pagers and cell phones **BEFORE CLASS BEGINS**, and classroom disruptions in any form will not be tolerated. Text messaging will not be allowed during class. **Laptop computers will not be permitted in class!!! While lecture slides will be provided to students, lecture notes will not.** In the event of an absence, students must rely on other classmates to obtain information provided in a missed class. Therefore, it is strongly suggested that all students **make a buddy in class!!!! DO NOT EMAIL THE INSTRUCTOR TO ASK WHAT HAPPENED IN CLASS!!!!**

## COMMON EXCUSES AND STUDENT DILEMMAS TO AVOID:

Students are responsible for the preservation and reproduction of all their class work. This means that assignments will not be accepted if turned in late, because they were misplaced or lost due to computer crashes or printer malfunctions. Assignments will also not be accepted by email, unless specifically approved in advance by the instructor. Additionally, students are strongly urged to keep (preserve) all graded assignments throughout the semester to ensure the instructor's recording of their grades is accurate and also to monitor their grade standing in the class. Students may ask the instructor for a review of participation points earned throughout the semester. This will eliminate potential misunderstandings about work submitted and grades earned. It will also assist students in determining if it is necessary to take the final exam. Remember, the lowest exam grade will be dropped.

## ACADEMIC INTEGRITY:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity

ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University.

Plagiarism and cheating will immediately be reported to the Department Chair. Students are referred to [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct) and <http://tutorials.sjlibrary.org/plagiarism/index.htm> for further information in this regard. For plagiarism and cheating definitions refer to the academic dishonesty policy S98-1 which can be found at <http://www2.sjsu.edu/senate/plagarismpolicies>.

### **COURSE ADD/DROP REQUIREMENTS:**

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Instructors are not required to drop students who do not meet the stated course prerequisites. **It is the student's responsibility to make sure classes are dropped.**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Students are referred to [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct) for procedures and policies regarding add and/or withdraw classes, academic renewal, and other student responsibilities. Students are reminded these are not instructor's responsibilities.

### **AMERICAN WITH DISABILITIES ACT:**

Students are asked to report any and all necessary accommodations and adaptations because of a disability to the instructor as soon as possible. All students needing special arrangements in the event of building evacuations should also meet with the instructor as soon as possible. Presidential Directive 97-03 requires students with disabilities requesting accommodations must register with DRC to establish a record of their disability.

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual and drop-in tutoring are available. Please visit the LARC website for more information. (<http://www.sjsu.edu/larc/>).