



SAN JOSÉ STATE
UNIVERSITY

JS 152, Juvenile Delinquency and Justice
JS Competency Area: C
Fall, 2012
Section 2: Online

Instructor: Dr. James Daniel Lee
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Best times: 9 AM – 1 PM Tuesday – Thursday

Course Description and Goals

Instructor: This course explores issues, theories and research in juvenile delinquency (*i.e.*, participation in illegal or antisocial behavior by minors). This course attempts to provide deeper understandings about the typical behaviors and associations considered delinquent, as well as how juveniles become youth offenders. We will take a critical look at the ways our society defines delinquency, trying to understand why particular behaviors and particular categories of people are more often the targets of official control efforts. Through these explorations you should gain a new understanding of what juvenile delinquency involves, as well as the ways juvenile delinquency is created and responded to. Students should acquire new understanding of their own offending behaviors and may gain knowledge useful for working with juveniles in applied settings such as schools, social service settings, or youth detention centers. Parents will likely gain strategies for coping with and/or preventing delinquency among their children.

Catalog: History, theory and functions of the juvenile justice system. The legal processes for delinquent minors, status offenders and dependent children, including intake, detention, adjudication and disposition. Current legal issues and debate.
Prerequisites: Upper division standing.

Student Learning Objectives:

1. Students will learn prevailing trends in offenses and psycho-social and demographic characteristics of juvenile offenders.
2. Students should gain a new understanding of what juvenile delinquency involves, as well as the ways juvenile delinquency is created and responded to.
3. Students will have an understanding of the contemporary issues and problems facing the juvenile justice system.

Required Texts/Readings:

- *Juvenile Delinquency: Causes and Control, 4th Edition* by Agnew and Brezina.
- *Marijuana Myths, Marijuana Facts*, by Lynn Zimmer and John P. Morgan. (May be found on this site.)

Course Requirements:

Attendance and Participation Daily class work is not required, but regular participation is. Contributing to and reading class discussion boards are important components of learning from online courses. For this reason, you will be prompted to post responses to comments or questions on the class “bulletin board.” My subjective assessment of your participation in discussions will be used to determine 10% of your overall grade.

Quizzes Course readings are a cornerstone of online learning. Reading should be completed in a timely manner by the dates indicated on the course schedule (page 5). To encourage you to read and keep up with the course, there will be 13 short quizzes (the three lowest scores will be dropped when grading). The quizzes will consist of questions that are intended to gauge whether you understood key aspects of the readings and the course that preceded them. Poor performance on a quiz is an indicator that more studying is needed for the topics the quiz covered. Quizzes will open a day before they are due, and they must be completed by midnight of the date assigned on the course schedule. The top-10-quiz average will be 25% of your final grade.

Short Paper Assignments To help with learning material that is more difficult to just read and absorb, you will complete four short paper assignments. These assignments will be linked to particular sections of the course, will be posted in advance, and will be due by midnight of assigned dates (see the course schedule). Together, the assignments will count for 20% of your final grade.

Exams There will be three exams. Each exam will consist of writing responses to questions. The final will *not* be comprehensive. **The final exam may not be taken early for any reason.** Each exam will count as 15% of your final grade.

Final Grades The final course grade will be based on your final score out of 100 possible points. Since the grade is based on a scale, it is theoretically possible for everyone to earn an A. **One cannot make up a missed quiz or assignment, it counts as zero.**

Grades are based on the following weights:	The grading scale is:			
Participation	10 points	89 – 90 A-	91 – 96 A	97 – 100 A+
Quizzes	25 points	79 – 80 B-	81 – 86 B	87 – 88 B+
Assignments	20 points	69 – 70 C-	71 – 76 C	77 – 78 C+
Exam I	15 points	59 – 60 D-	61 – 66 D	67 – 68 D+
Exam II	15 points	58 and below F		
Final	15 points			
Total	100 points			

Conduct

You are expected to conduct yourself in accordance with the highest standards of academic honesty. The university’s Academic Integrity Policy requires honesty in all academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. A few students get into trouble because they are unaware of what constitutes academic misconduct. Academic

misconduct includes cheating, fabrication, plagiarism, violating course rules, and facilitating academic dishonesty. Academic misconduct could result in failure for an assignment (typically a grade of zero) or for the course or even in expulsion from the university. The academic integrity policy can be found at: <http://www.sjsu.edu/studentconduct>. My punishments will be in accordance with university policies—I will not tolerate academic misconduct. Students are also expected to respect the right of their fellow students to learn. In all course activities, students must maintain a respectful demeanor toward fellow students regardless of personal assessments of them. *Failure to act according to the standards set forth here will have consequences. For example, students may be dismissed from the course, and a complaint made to the Office of Student Conduct and Ethical Development.*

My Commitment to You

Fortunately for me, I get paid respectably (albeit as a professor in the CSU System, less than comparable professionals) to do exactly what I love: Do research on and teach about criminology. Correspondingly, you, your family, your patrons, and the citizens of the state of California are investing vast resources in your education. You deserve an experience worthy of that investment. Therefore, I strive to provide you with an excellent educational experience through effective teaching. It is appropriate for you to expect me to be an expert in criminology and a master at helping you to learn criminology. I commit myself to: (1) help you recognize the importance of what you are learning; (2) focus on the most important issues; (3) provide materials that facilitates learning; (4) be approachable and responsive to all students, regardless of background; (5) to structure assignments in ways that enhance your learning; and (6) to grade in ways that provide accurate and meaningful evaluations of your performance. If I fail to meet these goals, please let me know so that I may improve my teaching. After all, “doctor” literally means “teacher.” As you refer to me by that title, you should expect me to fulfill that role.

Disabilities

I believe strongly in equal access to learning. If you have a specific disability that needs academic accommodations, please notify me as soon as possible. I will work to ensure that you have a positive learning experience. You should inform me of needed accommodations in the first few days of the course, or as soon as possible after qualifying for accommodations. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with DRC, located in 110 Administration Building. I am also inclined to address other needs that may not be verified disabilities. Therefore, even if not registered with DRC, discuss your issues with me to see whether I may help. Many disabilities require extended time for exams; my policy is to *always allow double the time needed for all students on all exams.*

Notes from the University

CASA Student Success Center The Student Success Center in the College of Applied Sciences and Arts (CASA) provides advising for undergraduate students majoring or wanting to major in programs offered in CASA Departments and Schools. All CASA students and students who would like to be in CASA are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. If you are looking for academic advice or even tips about

how to navigate your way around SJSU, check out the CASA Student Success Center. Location: MacQuarrie Hall (MH) 533 - top floor of MacQuarrie Hall. Contact information: [408.924.2910](tel:408.924.2910). Website: <http://www.sjsu.edu/casa/ssc/>. **The CASA Student Success Center also provides study space, and laptops for checkout.**

Student Technology Resources In addition to the computers available in the CASA Student Success Center, computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, monitors, and AV adapters for Mac computers.

Learning Assistance Resource Center 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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at <http://www.sjsu.edu/larc/>.


SJSU Writing Center The SJSU Writing Center is available to help students improve their writing. It is located in Room 126 in Clark Hall, and it is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. The writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/>.

Peer Mentor Center The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. Website of Peer Mentor Center is located at <http://www.sjsu.edu/muse/peermentor/>.

Dropping and Adding You are responsible for understanding the policies and procedures about add/drops, academic renewal, and so forth. You should also be aware of the current deadlines and penalties for adding and dropping classes. Policies for adding classes are available at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1800.html>. Policies for dropping classes are found at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1809.html>, and information about late drops is available at <http://www.sjsu.edu/aars/policies/latedrops/>. Finally, deadlines for adding and dropping classes are listed on the registration calendar available at <http://www.sjsu.edu/registrar/calendar/>

Course Schedule, JS 120, Juvenile Delinquency and Justice, Fall 2012

Read the listed readings, PPT shows, and other material **by the date that the corresponding topic is last covered** (e.g., Agnew chapters 1 & 2 should be completed by August 29). The schedule is subject to change with fair notice, and *additional reading may be assigned*. Due dates **in bold** will not change.

Week	Topic, Reading Assignment & Activities	Due	Date
1	<u>Course Introduction: The Issues</u>		Aug 22
2	<u>Agnew: 1 & 2 –PPT1</u>	Info Sheet	Aug 29
3	<u>American Crime Statistics</u> <i>Agnew: 3, 10 & guns, 313-318 in 17 –PPT 2</i>	SPA 1; Quiz 1	Sep 5
4	<u>Gender, Race, & Individualism</u> <i>Agnew: 4, 13 & 23 –PPT 3</i>	Quiz 2	Sep 10
5		Quiz 3	Sep 19
6	<u>Social Process Explanations</u> <i>Agnew: 5, 7-8 & 301-308 in 17; Online: 1 & 2</i>		
7		SPA 2; Quiz 4	Oct 1
	Exam I -----	Exam I	Oct 3
8	<u>Family</u> <i>Agnew: 14; Film: Lost Children of Rockdale County –PPT 4</i>	Quiz 5	Oct 10
9	<u>Schools</u> <i>Agnew: 15 –PPT 5</i>	Quiz 6	Oct 17
10	<u>Social Structural Explanations & Strain</u> <i>Agnew: 11-12 & 6; Online: 3</i>		
11		SPA 3; Quiz 7	Oct 29
	<u>Gangs</u>		
12	<i>Agnew: 16 –PPT 6</i>	Quiz 8	Nov 5
	Exam II -----	Exam II	Nov 7
13	<u>Drugs!!!</u>  <i>Agnew: 310-313 in 17; Online: 4-8 –PPT 7</i>	Quiz 9	Nov 15
14	<u>Social Reactions</u> <i>Agnew: 9; Online: 9 –PPT 8</i>	Quiz 10	Nov 21
15	<u>Police</u> <i>Agnew: 20 –PPT 9</i>	Quiz 11	Nov 26
16	<u>Processing & Corrections</u> <i>Agnew: 19 & 21-22 –PPT 10</i>	Quiz 12	Dec 3
17	<u>Prevention & Rehabilitation and Concluding Thoughts</u> <i>Agnew: 24, 18 & 25 –PPT 11</i>	SPA 4; Quiz 13	Dec 10
	Final Exam -----	Final Exam	Dec 13

**Grade Worksheet for JS 120
Juvenile Delinquency and Justice**

	Section Average Or Score	X	Section Weight (percent to proportion)	=	Section Points Earned
Participation:	_____	X	0.10	=	_____
Quizzes:	_____	X	0.25	=	_____
Short Papers (SPAs):	_____	X	0.20	=	_____
Exam I:	_____	X	0.15	=	_____
Exam II:	_____	X	0.15	=	_____
Final Exam:	_____	X	0.15	=	_____

To calculate final grade: Enter section average or score for each section, multiply by the section weight (note that there is a decimal) for each section, and enter the product as earned points for each section. The final grade is the sum of earned points.

To calculate "current" grade: Enter section average or score for each graded section, multiply by the section weight for each section, and enter the product as earned points for each section. Add the earned points for each graded section to get the "current" sum of earned points. Add the section weights of all graded sections to get the "current" graded proportions. Finally, divide the "current" sum by the "current" graded proportions. The quotient is the "current" grade.

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Current Grade Example:

A student who has an estimated Participation grade of 80, a current Quiz average of 95, a current Assignments average of 75, and a Exam I grade of 90 wants to know her current grade. Using the worksheet, she gets following:

	Section Average Or Score	X	Section Weight (percent to proportion)	=	Section Points Earned
Participation:	80	X	.10	=	8
Quizzes:	95	X	.25	=	23.75
SPAs:	75	X	.20	=	15
Exam I:	90	X	.15	=	13.5
Exam II:	—	X	.15	=	_____
Final Exam:	—	X	.15	=	_____
"Current" Sum	÷	"Current" Graded Proportions		=	"Current" Grade
8 + 23.75 + 15 + 13.5		.10 + .25 + .20 + .15			
60.25	÷	.70		=	86, B

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