

# SJSU | DEPARTMENT OF JUSTICE STUDIES

JS 152, JUVENILE DELINQUENCY AND JUSTICE

Winter 2016, Online

JS Competency Area: C

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## COURSE DESCRIPTION AND GOALS

*Instructor's* 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 understanding of the typical behaviors and associations considered delinquent, as well as how juveniles become delinquent. 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 students should gain a new understanding of what juvenile delinquency involves, ways juvenile delinquency is created, and how persons respond to juvenile delinquency. Students may learn new ways to understand their own juvenile behavior, and they may gain knowledge useful for working with juveniles in settings such as schools, social service agencies, youth diversion programs, or detention centers. Parents will likely gain strategies for dealing with delinquency among their own children.

*Catalog's* 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. Note: Must achieve a grade of "C" or better to fulfill Justice Studies major requirements.

### Department's Student Learning Outcomes

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

1. Describe prevailing trends in offenses and psycho-social and demographic characteristics of juvenile offenders.
2. Explain what juvenile delinquency involves, including the ways juvenile delinquency is created, defined, and responded to.
3. Demonstrate ways that criminological theories explain delinquent behaviors.
4. Describe contemporary institutional approaches to delinquency, including police, courts, and corrections.
5. Critique prevailing approaches to juvenile delinquency.
6. Formulate ways to address delinquency that promote the common good.

## JUSTICE STUDIES READING AND WRITING PHILOSOPHY

The Department of Justice Studies is committed to scholarly excellence. Therefore, the Department promotes academic, critical, and creative engagement with language (i.e., reading and writing) throughout its curriculum. A sustained and intensive exploration of language prepares students to think critically and to act meaningfully in interrelated areas of their lives—personal, professional, economic, social, political, ethical, and cultural. Graduates of the Department of Justice Studies leave San José State University prepared to enter a range of careers and for advanced study in a variety of fields; they are prepared to more effectively identify and ameliorate injustice in their personal, professional and civic lives. Indeed, the impact of literacy is evident not only within the span of a specific course, semester, or academic program but also over the span of a lifetime.

## COURSE REQUIREMENTS

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Learning in this course is accomplished primarily through reading (1) the textbook, (2) online readings, and (3) PowerPoint presentations, and by writing (1) discussion posts and (2) short paper assignments. These things, and the ways that they are graded, are explained below. Everything except the text is acquired and/or turned in via the course website on Canvas.

### Required Text

*Juvenile Delinquency: Causes and Control, 5<sup>th</sup> Edition* by Agnew and Brezina.  
(ISBN: 978-0-19-938846-2)

Discussions The course website's discussion area is an important place for learning in this course. For this reason, PPT lectures and assignments will prompt students to post to the discussion area. Students must post at least one discussion item for each of the prompts. Of course, posting but not reading would be pointless. Therefore, students are required to "reply" to at least two (2) discussion items posted by other students each time discussion is prompted. My subjective assessment of participation in discussions will be used to determine 10% of the overall grade. Generally, students will receive an 'A' for regular, insightful contributions to discussions. A 'C' will be granted for occasional, insightful contributions or regular, pedestrian comments. Students with few comments or insights will receive an 'F.'

Quizzes Reading is the cornerstone of advanced learning. Therefore, assigned reading should be completed in a timely manner by the dates indicated on the course schedule (page 7 of this syllabus). To encourage students to read and keep up with the course, there will be 13 short quizzes (the three lowest scores will be dropped when grading). Each quiz will assess learning of the material covered since any prior quiz. Poor

performance on a quiz is an indicator that more studying is needed for the topic(s) the quiz covered.

Quizzes appear in the Quizzes area of Canvas. They will open at 8AM a day before they are due, and they must be completed by midnight (technically, 11:59 PM) of the date assigned on the course schedule. The average of the 10 highest scoring quizzes will comprise 25% of the overall course grade.

On a final note, quiz time limits were established to prevent students from looking up answers in the book and notes. This is because the quizzes are not perfunctory; they are intended to encourage students to read all material at a proper pace. Therefore, **read all book and PowerPoint material before starting each quiz.**

**Short Paper Assignments (SPAs)** To help students learn topics that are more difficult to understand via reading alone, and in line with the *Justice Studies Reading and Writing Philosophy*, students will complete three 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). Each SPA must be turned in via Canvas. Together, the three SPAs will count for 25% of the overall grade.

**Exams** There will be two 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 20% of the final grade. Exams will be taken through the “quizzes” interface on the course website on Canvas. They will be available for 1½ days to accommodate various student schedules. Students are given 6 hours to take the exams (they are designed to take only about an hour). **Students should login to the exams at least 6 hours prior to the closing deadline to get the full 6 hours of time.**

## FINAL GRADE

The final course grade will be based on the final score out of 100 possible points. Since the grade is based on an achievement scale, it is theoretically possible for everyone to earn an A. **The instructor will not give ‘I’ grades except in the most extreme emergencies. One cannot make up a missed quiz or assignment, it counts as zero.** If students encounter a technological problem while submitting SPAs or taking quizzes or exams, they should contact the instructor immediately via email or some other channel of communication.

Grades are based on the following weights:

Participation (discussion)	10 points
Quizzes	25 points
Assignments	25 points
Exam I	20 points
Exam II	20 points
<hr/> Total	<hr/> 100 points

The grading scale is:

A+ 100 – 97; A 96 – 91; A- 90 – 89; B+ 88 – 87; B 86 – 81; B- 80 – 79;

C+ 78 – 77; C 76 – 71

C- 70 – 69; D+ 68 – 67; D 66 – 61; D- 60 – 59; F 58 or below

*Final grade must be C or higher to fulfill Justice Studies major requirements.*

### **MY COMMITMENT TO STUDENTS**

Students, their families, and California citizens are investing vast resources in this educational venture. They deserve an experience worthy of that investment. Therefore, I strive to provide students with an excellent educational experience through effective teaching. It is appropriate for students to expect me to be an expert in Juvenile Delinquency and a master at helping them to learn in this area. I commit myself to: (1) help students recognize the importance of what they are learning; (2) focus on the most important issues; (3) provide materials that facilitate learning; (4) be approachable and responsive to all students, regardless of background; (5) to structure assignments in ways that enhance learning; and (6) to grade in ways that provide accurate and meaningful evaluations of performance. I believe that students will find this class worthy of the investment of time and resources.

### **DISABILITIES**

I am strongly committed to equal access to education. Any student who has a specific disability that needs academic accommodations should notify me as soon as possible. I will work to ensure a positive learning experience for you. Please inform me of needed accommodations on the first day of class, or as soon as possible after qualifying for accommodations. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) (at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf)) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) (at <http://www.sjsu.edu/aec>) to establish a record of their disability. Nonetheless, I am also inclined to address other needs that may not meet the definition of verified disabilities. Therefore, even if not registered with AEC, students may discuss issues with me to see whether I can help. Finally, many disabilities require extended time for quizzes and exams; my policy is to *always build into quizzes and exams at least double the time needed by the average student*. For this reason, if your accommodation is limited to extended time, you will likely not need to raise the issue with me.

### **CONDUCT**

Your commitment to learning is evidenced by your enrollment at San José State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) (at <http://www.sjsu.edu/senate/docs/S07-2.pdf>) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

I expect students to behave in accordance with the highest standards of academic honesty. 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.

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.*

## OTHER SJSU INFORMATION

**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 (MQH) 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 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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.

**SJSU Writing Center** The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) (at <http://www.sjsu.edu/writingcenter>). For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

**SJSU Peer Connections** Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) (at <http://peerconnections.sjsu.edu>) for more information.

**Dropping and Adding** Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) (at

[http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/)). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](#) (at <http://www.sjsu.edu/advising/>).


[SJSU Counseling Services](#) SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the [Counseling Services website](#) at <http://www.sjsu.edu/counseling>.

[Consent for Recording of Class and Public Sharing of Instructor Material University Policy S12-7](#) (<http://www.sjsu.edu/senate/docs/S12-7.pdf>) requires students to obtain an instructor's permission to record their course. Common courtesy and professional behavior dictate that you notify someone when you are recording them. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In addition, course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his or her approval. You may not publicly share or upload instructor-generated material for this course (such as exam questions, lecture notes, or homework solutions) without instructor consent.

[Accommodation to Students' Religious Holidays](#) San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](#) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## COURSE SCHEDULE

The schedule is subject to change with fair notice during the semester. **Additional reading may be assigned, and due dates may change.** Read the listed readings, PPTs, and other material **by the date that the corresponding topic is last covered and before a new one listed** (e.g., Agnew & Brezina chapters 1 & 2 should be read by January 4).

Day	Topic, Reading Assignment & Activities	Item	Due
1	<u>Course Introduction: The Issues</u> <i>Agnew: Chapters 1 &amp; 2; PPT 1</i>	Info Sheet Quiz 1	Jan. 4 Jan. 4
2	<u>American Crime Statistics</u> <i>Agnew: Chapters 3 &amp; 10, guns, Pp. 322-327 in 17; PPT 2</i>	Quiz 2	Jan. 5
3	<u>Gender, Race, &amp; Individualism</u> <i>Agnew: Chapters 4, 13 &amp; 23; PPT 3 &amp; 4</i>	Quiz 3	Jan. 6
4	<u>Social Process Explanations</u> <i>Online Readings: 1 &amp; 2; Agnew: Chapters 5, 7 &amp; 8, religion, Pp. 307-309 in 17, media, Pp. 310-319 in 17</i>	Quiz 4 SPA 1	Jan. 7 Jan. 7
5	<u>Family</u> Film: <i>Lost Children of Rockdale County</i> (Link to film and password are in Canvas) <i>Agnew: Chapter 14; PPT 5</i>	Quiz 5	Jan. 8
6	<u>Schools</u> <i>Agnew: Chapter 15, work, Pp. 309-310 in 17; PPT 6</i>	Quiz 6	Jan. 11
7	<u>Social Structural Explanations &amp; Strain</u> <i>Online Readings: 3; Agnew: Chapters 11, 12 &amp; 6</i>	Quiz 7 Exam 1 opens at noon	Jan. 12 Jan. 12
8	<u>Gangs</u> <i>Agnew: Chapter 16; PPT 7</i>	Quiz 8 SPA 2 Exam 1 closes at 11:59 PM	Jan. 13 Jan. 13 Jan. 13
9	<u>Drugs!!!</u>  <i>Online Readings: 4-8; Agnew: drugs, Pp. 319-322 in 17; PPT 8</i>	Quiz 9	Jan. 14
10	<u>Social Reactions</u> <i>Online Readings: 9; Agnew: Chapter 9; PPT 9</i>	Quiz 10	Jan. 15
11	<u>Police</u> <i>Agnew: Chapter 20; PPT 10</i>	Quiz 11	Jan. 19
12	<u>Processing &amp; Corrections</u> <i>Agnew: Chapters 19, 21 &amp; 22; PPT 11</i>	Quiz 12	Jan. 20
13	<u>Prevention &amp; Rehabilitation and Concluding Thoughts</u> <i>Agnew: Chapters 18, 24 &amp; 25; PPT 12</i>	Quiz 13 Exam 2 opens at noon	Jan. 21 Jan. 21
14		SPA 3 Exam 2 closes at 11:59 PM	Jan. 22 Jan. 22

## Grade Worksheet for JS 152 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	0.25	=	_____
Exam 1:	_____	X	0.20	=	_____
Exam 2:	_____	X	0.20	=	_____

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 (drop the lowest three), 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	.25	=	18.75
Exam 1:	90	X	.20	=	18
Exam 2:	—	X	.20	=	_____

"Current" Sum	÷	"Current" Graded Proportions	=	"Current" Grade
8 + 23.75 + 18.75 + 18		.10 + .25 + .25 + .20		
68.5	÷	.80	=	85.6, B

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