



47: 202: 223 Delinquency & Juvenile Justice
3 Credits
Fall 2018
Conklin Hall Rom 319

Tuesday and Thursday
10:00 AM to 11:20 PM

I. Course Information

Instructor Information:

Instructor: *Andrea P. McCoy Johnson, Esq.*

Email: *AMj139@scarletmail.rutgers.edu*

Phone: *973-868-0358*

Office Hours: *Office hours by appointment only.*

Please note that that the goal is to stick to the planned syllabus as written, but scheduling conflicts may come up that require us to make minor adjustments. Please check Blackboard on a daily basis for changes.

Course Overview:

This course explores the causes and rates of delinquent behavior. Investigates the nature and operation of the juvenile justice system, and provides comparisons between the purpose and functioning of the juvenile justice system in comparison to the adult criminal justice system. Issues of juvenile waiver to adult courts, important due process safeguards afforded to juveniles, and international comparisons are discussed. Students will learn about the nature of juvenile delinquency, its causes and correlates, as well as current strategies being used in its prevention

and control.

Prerequisite: None

B.S., Criminal Justice Program Learning Goals

Upon completion of the B.S. in Criminal Justice at Rutgers University-Newark, students should be able to:

- 1) Describe the development and functions of major criminal justice institutions (e.g., police, courts, corrections, and juvenile justice), the activities of actors within these institutions, and how they relate to one another as well as the broader social, political, and economic world.
- 2) Describe the mechanisms, correlates, theoretical underpinnings, and situational contexts of crime, criminal behavior and opportunity, and techniques for prevention and treatment.
- 3) Apply and analyze theories related to the policies and practices of the criminal justice system and its major institutions.
- 4) Demonstrate the ability to gather, explain, and apply empirical research in the field of criminal justice.
- 5) Obtain a comprehensive knowledge about the process of conducting criminal justice research, and develop the skills to conduct criminal justice research with appropriate methodologies.

Learning Objectives

1. Students will learn about the many diverse views and perspectives that characterize the study of juvenile delinquency and reflect its disciplinary nature.
2. Students will learn about the various research, theories, policies and practices surrounding the study of juvenile delinquency.
3. Students will learn about the various trends and data approaches in juvenile justice.
4. Students will learn about the history and evolution of juvenile justice and the current status of laws.
5. Students will learn about the juvenile court process and the consequences of delinquent behavior.
6. Students will learn about different careers in the field of juvenile justice.

Required Readings:

Juvenile Delinquency: Theory, practice, and Law. 13th Edition Larry Siegel and Brandon Walsh (2017)
Cengage Learning Boston, MA

Additional Readings may be assigned during the semester. They will be posted on Blackboard.

Course Requirements:

Students are required to read assigned readings before class and participate in classroom discussions in a manner that reflects familiarity with the reading. Students should access Blackboard regularly to stay informed about any changes in lecture topics, assignments and other course announcements.

Students are required to attend all classroom lectures, attend a juvenile court hearing and visit the juvenile detention center. Attendance will be taken during each class and will count toward your grade.

Course Structure:

The course will be delivered through a mixture of traditional lectures, PowerPoint presentations, class discussions, guest speakers, field visits and group presentations.

Classroom learning is a group activity that depends upon everyone's participation in order to succeed. I expect students to be prepared, to begin class on time, silence or turn off and put away cell phones and electronic devices, read and be prepared to discuss homework, submit assignments on time, and assist your classmates. You can expect that I will be on time and prepared for every class, be available via email and appointments to answer questions, make every class engaging and valuable, and respect your contributions to class. The group presentation is a group effort. Each member is expected to fully participate in the presentation including research, preparation and presentation. There will be peer grading for the group assignment.

II. Course Schedule

Date	Class Topic	Readings & Assignments Due
Week 1 9/4 9/6	Syllabus Review and Class Requirements Part One: The Concept of Delinquency Chapter 1 Childhood and Delinquency	Group Assignments Issued Read Chapter 1
Week 2 9/11 9/13	Chapter 2 The Nature and Extent of Delinquency <i>Part Two: Theories of Delinquency</i> Chapter 3 Individual Views of Delinquency	Read Chapter 2 Research Important Federal and New Jersey Supreme Court Cases in Juvenile Justice and come to a class with a List of those cases for your group presentations. Read Chapter 3
Week 3 9/18 9/20	Field Work Assignment Chapter 4 Structure, Process, Culture, and Delinquency	Visit Juvenile Court or Juvenile Detention Center (Alternative Newark Youth Court 9/11/18) Read Chapter 4
Week 4 9/25 9/27	Finish Up Chapter 1-4 Quiz # 1 Chapter 1-4	Review Reaction Paper Due for Field Assignments
Week 5 10/2 10/4	Chapter 5 Social Reaction, Social Conflict and Delinquency Chapter 6 Developmental Theories of Delinquency	Read Chapter 5 and 6
Week 6 10/9 10/11	<i>Part Three: Social, Community and Environmental Influences on Delinquency</i> Chapter 7 Gender and Delinquency Chapter 8 The Family and Delinquency	Group 1 Presents on 10/9 Group 2 Presents on 10/11 Read Chapter 7 and 8
Week 7	Finish up Chapter 5-8	Review Chapter 5-8

10/16 10/18	Quiz # 2 Chapters 5-8	Juvenile Justice Leader Paper Due for Groups 7-10
Week 8 10/23 10/25	Chapter 9 Peers and Delinquency: Juvenile Gangs and Groups Chapter 10 Schools and Delinquency	Group 3 Presents on 10/23 Group 4 Presents on 10/25 Read Chapter 9 and 10
Week 9 10/30 11/1	Chapter 11 Drug Use and Delinquency Chapter 12 Delinquency Prevention: Social and Developmental Perspective	Group 5 Presents on 10/30 Group 6 Presents on 11/1 Read Chapter 11 and 12
Week 10 11/6 11/8	Finish Up Chapter 9-12 Quiz # 3 Chapters 9-12	Group 7 Presents on 11/6 Juvenile Justice Leader Paper Due for Groups 4-6
Week 11 11/13 11/15	<i>Part Four: The Juvenile Justice System</i> Chapter 13 Juvenile Justice: Then and Now Chapter 14 Police Work with Juveniles	Guest Speaker: Consequences of Delinquency Read Chapters 13 and 14
Week 12 11/20 11/22	The Juvenile Trial Process No Class	Guest Speakers: The Prosecution and Defense NO CLASS: HAPPY THANKSGIVING!!
Week 13 11/27 11/29	Chapter 15 Juvenile Court Process: Pretrial, Trial and Sentencing Chapter 16 Juvenile Corrections: Probation, Community Treatment and Institutionalization	Group 8 Presents on 11/27 Read Chapters 15 and 16 Guest Speaker: Probation
Week 14 12/4 12/6	Chapter 17 Delinquency and Juvenile Justice Abroad Finish up Chapter 13-17	Read Chapter 17 Group 9 presents on 12/4 Group 10 presents on 12/6
Week 15 12/11 12/13	Quiz # 4 Chapters 13-17 Reading Period	Juvenile Justice Leader Paper Due for Groups 1-3 Group Peer Evaluations
Week 16 12/18	Final Exam	Final Exam Chapters 1-17

III. Course Assessment and Grading

The final grade will be assessed based upon your performance on the following:

<i>Assignment Description</i>	<i>Linked to SLO</i>	<i>% of Course Grade</i>
<i>Quiz #1 Assessment of Chapter 1 -4 (true/false, multiple choice, sentence completion)</i>	<i>SLO # 1-4</i>	<i>10%</i>

<i>Quiz #2 Assessment of Chapter 5-8 (true/false, multiple choice, sentence completion)</i>	<i>SLO #1-4</i>	<i>10%</i>
<i>Quiz #3 Assessment of Chapter 9-12 (true/false, multiple choice, sentence completion)</i>	<i>SLO #1-4</i>	<i>10%</i>
<i>Quiz #4 Assessment of Chapter 13-17 (true/false, multiple choice, sentence completion)</i>	<i>SLO #1-4</i>	<i>10%</i>
<i>Final Exam Assessment of Chapter 1-17 (true/false, multiple choice, sentence completion, essays)</i>	<i>SLO #1-4</i>	<i>25%</i>
<i>Assignment # 1 Reaction Paper to Court or Detention visit</i>	<i>SLO #5</i>	<i>10%</i>
<i>Assignment # 2 Group Presentation</i>	<i>SLO #5</i>	<i>10%</i>
<i>Assignment # 3 Attendance and Class Participation</i>	<i>SLO# 1-6</i>	<i>5%</i>
<i>Assignment # 4 Interview of Juvenile Justice Personnel</i>	<i>SLO# 6</i>	<i>10%</i>

GRADING: The Final Grade will be assessed upon performance on the following:

Attendance and Participation	5%
Group Presentation: US Supreme Court or NJ Supreme Court Case	10%
Reaction Paper: Field Visit: Due September 27	10%
Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Quiz 4	10%
Interview Juvenile Justice Professional Due December 11th	10%
Final Exam December 18th	25%

WRITING ASSIGNMENTS ARE DUE ON THE ABOVE DATES WITH NO EXCEPTIONS

The written assignments will be graded on grammar, form, content and spelling. Please use the following specifications. You will lost points if these specifications are not met:

- Size 12 point font
- Double spacing
- No extra spaces between paragraphs
- One inch margins

GROUP PRESENTATION will require the participation of all group members. The presentation will consist of a leading United States Supreme Court or New Jersey Supreme Court case. The group should discuss the issue presented, the facts of the case, the case doctrine, opposing view (dissent) and the applicability of the case in current juvenile law. The presentation can take the form of a skit, a PowerPoint, lecture, video or any creative manner that presents the case. Presenters should be familiar with the case, be prepared to answer questions and may **NOT** read from the lecture or PowerPoint. The presentation will be graded on content, grammar, presentation and participation. The presentation should be no longer than fifteen minutes. Presentations will take place **starting October 9th**.

INTERVIEW ASSIGNMENT The assignment is to interview a Juvenile Justice Leader and write a 2-3 page reaction to the interview. Juvenile Justice Leaders can include but are not limited to judges, prosecutors, public defenders, juvenile defense attorneys, drug counsellors, mental health counsellors, probation officers, etc. The interview should include the following: interviewee background, education, position held, challenges, opinion on the direction of juvenile justice contrasting rehabilitation and accountability, what theories of delinquency used by the professional, and the interviewee's identification of any social, community or environmental influences. The interview discussion should include the interviewee's opinion on the most important juvenile court decision or policy. **The papers are due October 18th, November 8th and December 11th.**

REACTION PAPER Please write a 2-3 page reaction paper on your visit to the court or detention center. Describe the visit, court or detention personnel, the applicability of the proceedings to the course work, what theories of delinquency were applied, what social, community or environmental influences are applicable and your overall impression of the visit as applied to juvenile delinquency and prevention. **The Reaction Paper is Due September 27, 2018.**

Quiz 1-4 will be graded on a 100 point scale. Each exam is 10% of your grade. The exams will consist of true false, multiple choice, and fill in the blanks. The quizzes will be given on **September 27th, October 18th, November 8th and December 11th.**

FINAL EXAM will be graded on a 100 point scale. The final is 20% of your grade. The exam will consist of true false, multiple choice, fill in the blanks and essays. **The Final exam will take place on December 18th.**

ATTENDANCE AND PARTICIPATION is 5% of your grade. Attendance will be taken 15 minutes after the class begins. Late attendance will **not** count. Early departure will not count. Absent an emergency or exigent circumstances, attendance at each class is required. Class participation is expected during each class. Be prepared to discuss assigned readings, current events, changes in juvenile policies and cases. Events of the week pertaining to juvenile delinquency brought to the attention of the class will receive credit for participation also. All emergency and exigent circumstances must be documented in writing and supported by

verification (exp. Doctor's note, military service proof, funeral program, etc.)

The following grading scale will be used for this course:

A	90–100%
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	60-69%
F	<60%

Late or Missing Assignment Policy:

*Late or missing assignments will not be accepted or graded after the due date. There is no exception to this rule unless permission is expressly granted via email **prior** to the due date. If you have an emergency contact the instructor ASAP via email only. You are responsible for all assignments and all information provided during class whether present or not. You are responsible for all information found in the textbook regardless of whether covered in class.*

IV. Course Policies

Classroom Rules

CLASSROOM DECORUM

All members of this class are expected to conduct themselves in an appropriate and professional manner. Laptops are permitted solely for the purpose of taking notes and only if disengaged from the internet. Other electronic devices should be stored away. I expect an environment of mutual respect. I will come to class on time and prepared and you are expected to act accordingly. Please be respectful of other members of the class as well. Please answer the attendance call for yourself only. One conversation is permitted at a time. Please come prepared to have a mutual learning experience. In this class we may have discussions that challenge our taken for granted or cultural biases or assumptions about crime and justice. Students should be prepared to engage honestly and openly about this material and perhaps even examine their own beliefs about the issues. While I am hopeful that the course materials will spark interesting discussion, personal insults or other types of demeaning, disrespectful or threatening comments toward class members about their experiences, backgrounds or statements will not be tolerated.

Academic Integrity

As a member of the Rutgers University community you are not to engage in any academic dishonesty. You are responsible for adhering to basic academic standards of honesty and integrity as outlined in the Rutgers University Policy on Academic Integrity for Undergraduate and Graduate Students <http://studentconduct.rutgers.edu/academic-integrity>

Your academic work should be the result of your own individual effort, you should not allow other

students to use your work, and you are required to recognize and reference any material that is not your own. Violations of the university's policy will result in appropriate action.

Academic Resources

Students with Disabilities

Rutgers University is committed to providing equal educational opportunity for persons with disabilities in accordance with the Nondiscrimination Policy of the University and in compliance with § 504 of the Rehabilitation Act of 1973 and with Title II of the Americans with Disabilities Act of 1990. For additional information please visit the website <https://ods.rutgers.edu/> or contact the representative for the Newark Campus.

Allen Sheffield
Director of ADA Services and Academic Support
Robeson Campus Center, Suite 352
350 Martin Luther King Jr. Boulevard
Newark, NJ 07102
Phone: 973.353.5300
Fax: 973.353.5666
E-mail: kate.torres@rutgers.edu
Website: <https://ods.rutgers.edu/>

Psychological and Counseling Services

If you experience psychological or other difficulties as a result of this course, or because of other issues that may interfere with your performance in the course, please contact the university's psychological and counseling service center (<http://www.counseling.newark.rutgers.edu>; 973-353-5805), which is located in Blumenthal Hall, room 101. The center offers a variety of free, confidential services to part-time and full-time students who are enrolled at Rutgers.

If you are interested in finding out more about

- Accelerated Master's Program (B.S. /M.A.)
- Criminal Justice National Honor Society (Alpha Phi Sigma)

Please refer to the School of Criminal Justice website <http://rscj.newark.rutgers.edu/>

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