COURSE DESCRIPTION
This course will examine the nature, extent and causes of juvenile delinquency in the United States, as well as American society’s response to it. We will begin by developing an understanding of adolescence and the history of childhood and juvenile justice over time. We will study the major theories of delinquency, as well as the influence of family, gangs, drugs, and schooling on delinquent behavior.

LEARNING OUTCOMES
Upon completion of this course, the student will be able to

- Describe the nature of adolescence and the history of childhood over time.
- Describe the extent and nature of juvenile delinquency in the U.S. today and the sources of these data.
- Understand and analyze the major theories of delinquency.
- Describe and evaluate the influence of family, gangs, drugs, and school on delinquency.

MAJOR COURSE REQUIREMENTS
3 Examinations 25% each
1 Event Response Analysis 25%

REQUIRED READING

COURSE POLICIES

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call (361) 825-3466.
DISABILITY SERVICES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

GRADE APPEALS PROCESS
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studnetinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

ATTENDANCE/TARDINESS
Attendance is required. Students who miss more than 1/3 of the classes will not receive a passing grade in the course. Classes will begin at the scheduled time and run the full session (until 12:15 p.m.). Please be certain to arrive on time and be prepared to stay until class is dismissed. If you have work obligations that interfere with your ability to do this, please change your work schedule or consider dropping the course. The final grade will be lowered 2 points with each absence after the third. Students are required to arrive on time and depart at the end of the class, not before. Late arrivals and early departures without permission of the instructor will not count as full attendance. Attendance will be taken each class. If you miss class, please arrange with a fellow student to get handouts, notes and assignments.

LATE WORK AND MAKE-UP EXAMS
Make-up examinations are reserved for exceptional circumstances. If you find that you must miss an exam for any reason, please contact the instructor immediately, preferably before the exam is given. If you miss an exam for medical reasons, please provide a doctor’s excuse or note from the campus health service. Make-up examinations will be given only with a doctor’s excuse or under exceptional circumstances that should be discussed with the professor before the examination. If a true emergency arises and you miss an examination, please notify the professor within 24 hours so that we can arrange an alternate time for you to take the exam before the graded exams are returned. In fairness to fellow classmates, late assignments/papers will not receive full credit – 5 points will be deducted from the grade for each day late.
CELL PHONE/ELECTRONIC DEVICE USAGE AND CLASS COMPORTMENT

Students are reminded that once they enter the classroom, they are expected to turn off cell phones and computer devices and place them out of sight, refrain from talking to neighbors and eating, and they should not leave the classroom unless absolutely necessary to use the bathroom or in case of emergency. The use of personal computers will be reserved for students with special needs and require a letter from Student Special Services. The teacher reserves the right to ask students to turn off all electronic devices and to remove them from their desks and laps.

ACADEMIC INTEGRITY/PLAGIARISM

Students are reminded of the university's strict prohibition against cheating and plagiarism. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0.

Plagiarism is the presentation of the work of another as one’s own work. Students should be aware that all quoted material must be put in quotation marks and the reference cited. Paraphrasing requires completely rewriting the material, putting it into your own words. Passing off others’ work as your own is a violation of university academic policy, as is submitting the same paper to another class.

No academic dishonesty will be tolerated. If academic dishonesty is suspected, the disciplinary guidelines in the TAMUCC student code of conduct will be followed.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Introduction &amp; Overview</td>
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<tr>
<td>September 1, 3, 8</td>
<td>The Nature of Adolescence &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapter 1</td>
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<td>September 10</td>
<td>Rites of Passage to Adulthood</td>
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<td>September 15, 17, 22</td>
<td>Cognitive Development in Adolescence</td>
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<td>Individual Views of Delinquency</td>
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<td>Readings: S&amp;W, Chapter 3</td>
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<td>Film: Frontline: Inside the Teenage Brain</td>
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<td>September 24 &amp; 29</td>
<td>Juvenile Justice: Then &amp; Now</td>
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<td>Readings: S&amp;W, Chapter 13</td>
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<tr>
<td>October 1</td>
<td>The Nature and Extent of Juvenile Delinquency</td>
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<td>Readings: S&amp;W, Chapters 2 &amp; 7</td>
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DATE       TOPIC

October 6  Examination One

Theories of Delinquency

October 8  Sexuality & Youth
           Baby Think It Over Extra Credit Project

October 13 What is a Theory?
           Social Structure & Delinquency
           Readings: S&W, Chapter 4

October 15 Juveniles and the Law
           Melissa Madrigal, Juvenile Prosecutor & Judge

October 20 Supervising and Counseling the Juvenile Client

October 22 Social Process & Delinquency
           Readings: S&W, Chapter 4

October 27 Film: *Children of Violence* or *Thug Life in D.C.*

October 29 & Social Reaction & Conflict Theories
November 3  Readings: S&W, Chapter 5

November 5  Examination 2

Social, Community, and Environmental Influences on Delinquency

November 10 & 12 The Family & Delinquency
                   Readings: S&W, Chapter 8

November 17 & 19 Peers & Delinquency: Juvenile Gangs & Groups
                   Guest Speaker: CCPD Gang Unit
                   Readings: S&W, Chapter 9

November 24  Schools & Delinquency
                   Readings: S&W, Chapter 10

November 26  Happy Thanksgiving!

December 1  Substance Abuse & Delinquency
                   Readings: S&W, Chapter 11
                   Guest Speakers: Juvenile residents of Shoreline, Inc.
                   Conclusions & Review for Final Examination
Important Dates to Remember

October 6      Examination One
November 5     Examination Two
December 1     Event Response Analysis due by 7 p.m.
December 3     Final Examination (Thursday 11:00 a.m.)

Schedule Subject to Change
COURSE REQUIREMENTS

1. EXAMINATIONS

Three examinations, including final. Examinations include multiple choice, true/false, short answer questions.

2. EVENT RESPONSE ANALYSIS

Students will be asked to prepare a report on the content of films or guest speaker presentations. This report calls for:

1) A detailed, accurate description of a single event (a minimum of 3 pages in length)

2) An in-depth analysis of the impressions, thoughts, and feelings engendered by viewing or participating in it (a minimum of 1 page in length)

This exercise will help students develop the important professional skills of:

1) Preparing clear, factual descriptions of events and individuals, and

2) Distinguishing personal feelings, thoughts, prejudices, and concerns from accurate presentation of facts.

The paper should be at least four pages in length, doubled-spaced, word processed, grammatical and spell-checked. In fairness to fellow classmates, late papers will not receive full credit – 5 points off for each day late.

3. ATTENDANCE

Attendance is required. The final grade will be lowered 2 points with each absence after the third absence. Students who miss more than 1/3 of the classes cannot receive a passing grade in the course since the course depends on student participation and learning from class events. After the 10th absence, 40 points will be deducted from the final grade.

The final course grade will be determined as follows:

- 3 Examinations 25% each
- 1 Event Response Analysis 25%

Final course grades will be assigned based on the following total percentages.

- Over 90% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60 = F
STUDY GUIDES FOR EXAMINATIONS

FOR EXAMINATION ONE - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:
Identify and describe the problems of youth in American society.
Describe the nature of adolescence and the history of childhood over time.
Describe the nature of cognitive development in adolescence and individual views of delinquency.
Describe the extent and nature of juvenile delinquency in the U.S. today and the sources of data.

FOR EXAMINATION TWO - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:
Identify, describe and evaluate the sociological views of delinquency: Social Structure Theories and Social Process Theories.
Identify, describe and evaluate developmental theories of delinquency.
Identify, describe and evaluate Social Reaction Theories and Social Conflict Theory.
Discuss the key principles of supervising and counseling juvenile clients.
Discuss issues of teen sexuality as per presentation by Cinda Lebus.
Discuss the role of Juvenile probation in working with juvenile offenders.

FOR THE FINAL EXAMINATION - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING:
Describe the link between family relationships and juvenile delinquency.
Describe the relationship between family breakup and delinquent behavior.
Describe and evaluate the relationship between discipline, supervision styles and juvenile crime.
Identify and evaluate how parental and sibling misconduct influences delinquent behaviors.
Identify and evaluate the relationship between child abuse and delinquent behavior.
Describe the relationship between peers and delinquency.
Describe the history of gangs in the US.
Discuss the nature and extent of gang activity.
Identify and evaluate the theories of gang development and why youth join gangs.
Describe how police departments are undertaking gang prevention and suppression.
Discuss the crisis in American education and the relationship between schools and delinquency.
Discuss the link between delinquent behavior and experiences within the educational system.
Explain the causes of student alienation from the educational experience.
Discuss recent school attacks.
Discuss the relationship between drug use and delinquency.
Describe the extent and nature of the drug problem among American youth today.
Discuss how teenage drug use in this country has changed over time.
Discuss the main explanations for why youths take drugs.
Argue the pros and cons of government use of drug-control strategies.
Discuss changes in the female delinquency rate over time and the nature and extent of female delinquency today.
Discuss cognitive differences between males and females.
Discuss differences in socialization between boys and girls and how it might affect their behavior.
Describe the treatment girls receive by the juvenile justice system and how it differs from the treatment of boys.
Describe the difference between delinquency prevention and delinquency control.