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 33.3% each

COURSE POLICIES

INCLUSIVE EXCELLENCE
The Criminal Justice Program is committed to university values as stated in the Momentum 20/20 Strategic Plan: “To foster an environment of mutual respect that values and engages diverse people, ideas, views, and practices,…a campus climate with an ethos of respect, inclusion, empowerment, shared responsibility and social justice for all.”

DISABILITIES ACCOMMODATION
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 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.

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.

DROPPING A CLASS
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and your professor before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

GRADE APPEALS
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

ATTENDANCE/TARDINESS
Attendance is required for all class sessions since we meet for less than 2 weeks. Each class counts as the equivalent of approximately 6 day classes during the regular academic year. Fifteen points will be deducted from the final grade for missing class. Classes will begin at the scheduled time and run the full session (12 noon to 3:45 p.m.) Please be certain to arrive on time and be prepared to stay until class is dismissed, not before. If you have work obligations that interfere with your ability to do this, please change your work schedule or drop the course. Late arrivals and early departures will not count as full attendance. Attendance will be taken at the beginning and end of each class.
LATE WORK AND MAKE-UP EXAMS
No make-up examinations will be given, due to the short duration of the course.

CELL PHONE/ELECTRONIC DEVICE USAGE AND CLASS COMPROMENT
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 except to use the restroom 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.

Academic dishonesty will not 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>May 14</td>
<td>Introduction &amp; Overview</td>
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<tr>
<td></td>
<td>The Nature of Adolescence &amp; Delinquency</td>
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<tr>
<td></td>
<td>Readings: S&amp;W, Chapter 1</td>
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<td></td>
<td>Rites of Passage to Adulthood</td>
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<td>Film: The House of Tomorrow</td>
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<td>Guest: Larry Running Turtle</td>
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<td>May 15</td>
<td>Cognitive Development in Adolescence</td>
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<td>Learning Disabilities, ADHD, Cognitive Theory</td>
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<td></td>
<td>Film: Frontline: Inside the Teenage Brain</td>
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May 16
Juvenile Justice: Then & Now
Readings: S&W, Chapter 13
Film: The Creation of Childhood
The Nature and Extent of Juvenile Delinquency
Readings: S&W, Chapters 2 & 7

May 17
Examination One
Supervising and Counseling the Juvenile Client,
Becky Salinas-Cervantes, Juvenile Justice Center

Theories of Delinquency
What is a Theory?
Social Structure & Delinquency

May 21
Social Process & Delinquency
Readings: S&W, Chapter 4
Guest: Guadalupe Leal, Regional Director,
Attorney General's Office on Child Support

May 22
Social Reaction & Conflict Theories
Readings: S&W, Chapter 5
Film: Thug Life in D.C.
Examination Two distributed

Social, Community, and Environmental Influences on Delinquency

May 23
Examination Two (take-home) due at beginning of class
The Family & Delinquency
Readings: S&W, Chapter 8
Peers & Delinquency: Juvenile Gangs & Groups
Readings: S&W, Chapter 9
Rene Gutierrez, Juvenile Justice Center - Gang Unit

May 24
Schools & Delinquency
Readings: S&W, Chapter 10
Substance Abuse & Delinquency
Readings: S&W, Chapter 11
Juvenile residents of Shoreline, Inc.
substance abuse treatment facility
Conclusions & Review for Final Examination

May 25
Final Examination
Important Dates to Remember

May 17                Examination One
May 22                Examination Two distributed (take-home)
May 23                Examination Two due at beginning of class
May 25                Final Examination

Schedule Subject to Change

COURSE REQUIREMENTS

1. EXAMINATIONS

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

2. ATTENDANCE

Attendance is required for all classes. 15 points will be deducted from the final grade for any class missed.

The final course grade will be determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>Over 90%</td>
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<tr>
<td>B</td>
<td>80 – 89%</td>
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<tr>
<td>C</td>
<td>70 – 79%</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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Final course grades will be assigned based on the following total percentages.

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.
Discuss cognitive differences between males and females.
Discuss differences in socialization between boys and girls and how it might affect their behavior.
Describe the extent and nature of juvenile delinquency in the U.S. today and the sources of data.
Discuss changes in the female delinquency rate over time and the nature and extent of female delinquency today.
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 role of Juvenile probation in working with juvenile offenders.
Discuss the key principles of supervising and counseling juvenile clients.
Describe the treatment girls receive by the juvenile justice system and how it differs from the treatment of boys.
Discuss the role of the Attorney General’s Task Force on Child Support and the significance of paternity.
Discuss the role of municipal judges in handling juvenile matters.

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.
Discuss the history of gangs in the US. Describe 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.
Describe the difference between delinquency prevention and delinquency control.