WELCOME BACK!

JUVENILE DELINQUENCY
Fall 2018
Course Syllabus

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 delinquent behavior.

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

REQUIRED READING
Larry Siegel & Brandon C. Welsh, Juvenile Delinquency: Theory, Practice & Law, 11th or 12th Edition

COURSE POLICIES
GRADE APPEALS PROCESS
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.

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.

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 me, 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. (Nov. 9) is the last day to drop a class with an automatic grade of “W” this term.

ATTENDANCE/TARDINESS
Attendance is required. Students who miss more than 1/3 of the classes will automatically have 40 points deducted from their grade and thus cannot expect to receive a passing grade in the course. Students are required to arrive on time and depart at the end of the class, not before.
Attendance will be taken in each class. Signing in for someone else is an act of academic dishonesty and will be handled accordingly. If you have work obligations that interfere with your ability to attend regularly, please change your work schedule or consider dropping the course. The final grade will be lowered 3 points with each absence after the third. Late arrivals and early departures without permission of the instructor will not count as full attendance. 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, 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 – 10 points will be deducted from the grade for each day late. The University is now charging students for the proctoring of make-up examinations.

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, and forging of documents. 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. If you copy more than 3 words from a source, those words MUST be in quotation marks. Source must be cited in parenthesis.

No academic dishonesty will be tolerated. If academic dishonesty is suspected, the disciplinary guidelines in the TAMUCC student code of conduct will be followed.
CLASSROOM/PROFESSIONAL BEHAVIOR
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Students are expected to behave courteously and respectfully to everyone. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and be subject to disciplinary sanction outlined in Article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including traditional classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

CLASS SCHEDULE

<table>
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<tr>
<th>DATE</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Introduction &amp; Overview</td>
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<tr>
<td>August 30 &amp;</td>
<td>The Nature of Adolescence &amp; Delinquency</td>
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<tr>
<td>September 4</td>
<td>Readings: S&amp;W, Chapter 1</td>
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<td>Film: The House of Tomorrow</td>
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<td>Rites of Passage to Adulthood</td>
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<td>Guest: Running Turtle</td>
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<td>September 6</td>
<td>Cognitive Development in Adolescence</td>
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<td>September 11</td>
<td>Cinda Lebus, Adolescent Sexual &amp; Cognitive Issues</td>
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<td>Baby Think It Over Program</td>
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<td>Guest: Cinda Lebus</td>
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<td>September 13 &amp; 18</td>
<td>Juvenile Justice: Then &amp; Now</td>
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<td>Readings: S&amp;W, Chapter 13</td>
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<td></td>
<td>Film: The Creation of Childhood</td>
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<td>September 20 &amp; 25</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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<td>September 27</td>
<td>Juvenile Statistics continued</td>
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<td>Review for Examination One</td>
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<td>October 2</td>
<td>Bullying &amp; Teen Suicide</td>
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<td>Guest: Hannah Evans</td>
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<td>October 4</td>
<td>Examination One</td>
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Theories of Delinquency

October 9  
What is a Theory?  
Social Structure & Delinquency  
Readings: S&W, Chapter 4

October 11  
Thug Life in D.C.

DATE | TOPIC
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October 16 | Social Structure Theories continued
October 18 | Social Process & Delinquency  
Readings: S&W, Chapter 4
October 23 | Usefulness of Theory  
Nueces County Juvenile Justice Center  
Probation Officer Guests
October 25 | Social Reaction & Conflict Theories  
Readings: S&W, Chapter 5  
Examination 2 (take-home) distributed
October 30 | The Family & Delinquency  
Guest: Guadalupe Leal, Regional Director of Child Support  
Texas Attorney General’s Office  
Take-home Examination due at 11 a.m. SHARP, in class only.
November 1 | The Family & Delinquency  
Readings: S&W, Chapter 8

Social, Community, and Environmental Influences on Delinquency

November 6 & 8 | Substance Abuse & Delinquency  
Readings: S&W, Chapter 11  
Male juvenile residents of Shoreline Drug Treatment Facility
November 13 & 15 | Peers & Delinquency: Juvenile Gangs & Groups  
Readings: S&W, Chapter 9  
Detective Albert Armendariz  
CCPD/ATF Gang Task Force  
CCPD Homicide Unit
ATF Special Agent Rick Miller

November 20  Juveniles Sentenced to Life Without Parole
November 21  Reading Day!
November 22  Happy Thanksgiving!

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<tr>
<td>November 27</td>
<td>Schools &amp; Delinquency</td>
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<tr>
<td></td>
<td>Readings:  S&amp;W, Chapter 10</td>
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<tr>
<td>November 29</td>
<td>Schools &amp; Delinquency continued</td>
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<td>Event Response Analysis Due by 9 p.m.</td>
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<td>December 4</td>
<td>Conclusions &amp; Review for Final Examination</td>
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<td>December 6</td>
<td>Reading Day!</td>
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**Important Dates to Remember**

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<tr>
<th>DATE</th>
<th>Event</th>
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<tbody>
<tr>
<td>October 4</td>
<td>Examination One</td>
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<tr>
<td>October 30</td>
<td>Examination Two due</td>
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<tr>
<td>November 29</td>
<td>Event Response Analysis due by 9 p.m.</td>
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<tr>
<td>December 11</td>
<td>Final Examination (Tuesday 11:00 a.m.)</td>
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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 4-page 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 – 10 points off for each day late.

3. ATTENDANCE

Attendance is required. The final grade will be lowered 3 points with each absence after the third absence. Students who miss more than 1/3 of the classes (10) 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.
Discuss issues of teen sexuality and cognitive development as per presentation by Cinda Lebus.

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 the role of Juvenile probation in working with juvenile offenders.

FOR THE FINAL EXAMINATION - STUDENTS SHOULD BE ABLE TO DO THE FOLLOWING: (Chapters 8, 9, 10, 11)
Discuss the sentence of Juvenile Life Without Parole, its consequences and challenges.
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.