JUVENILE DELINQUENCY - ONLINE  
Maymester 2020  
Course Syllabus

UPDATED COURSE INFORMATION

• Due to the public health crisis, our course is being offered online.
• You have my full support and understanding in this national emergency.
• I can be contacted by email 24/7 and will try to respond as soon as I receive your message between 9 a.m. and 9 p.m. Feel free to leave a phone number if you want me to call you.
• All PowerPoints and course materials are posted on Blackboard and will be updated regularly to meet your needs.
• I will use email and Blackboard announcements to keep you informed.
• I will provide links to excellent film and video clips to bring the material to life.
• It will be your responsibility to check your Islander email account and Blackboard regularly for announcements concerning the course.
• I wish you and your family the best in this crisis. Know that we care!

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.

REQUIRED READING
MAJOR COURSE REQUIREMENTS
3 Examinations  
1 Written Assignment

COURSE POLICIES

GRADE APPEALS PROCESS
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Website at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

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 ACCOMMODATIONS
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.

LATE WORK AND MAKE-UP EXAMS
Make-up examinations are reserved for exceptional circumstances. If you must miss an exam, please contact the instructor immediately, preferably before the exam is given. If you miss an exam for medical reasons, you must provide a doctor’s excuse or note from the campus health service. Make-up examinations are 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, you must notify the professor within 24 hours. 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.

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. With regard to take-home examinations, students are on their honor to do their own work and not to consult with others. Violation of this rule constitutes academic misconduct. 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 class. This prohibition applies to all instructional forums, including traditional classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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.

STATEMENT OF CIVILITY
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational
experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**STATEMENT OF ACADEMIC CONTINUITY**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**CLASS SCHEDULE**

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>May 15 &amp; 18</td>
<td>Introduction &amp; Overview</td>
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<tr>
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<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>Rites of Passage to Adulthood</td>
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<td>Film: The House of Tomorrow</td>
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<td>The Spirit of Turtle Island</td>
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<td>May 19</td>
<td>Cognitive Development in Adolescence</td>
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<td>Learning Disabilities, ADHD, Cognitive Theory</td>
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<td>Film: Frontline: Inside the Teenage Brain</td>
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<td>May 20</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>Film: The Creation of Childhood</td>
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<td>The Nature and Extent of Juvenile Delinquency</td>
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<td>What is a Theory?</td>
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<td>Social Structure &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapters 2 &amp; 7</td>
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<td>Film: Thug Life in D.C.</td>
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<td>May 21</td>
<td>Examination One</td>
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<td>The Family &amp; Delinquency</td>
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<td>Readings: S&amp;W, Chapter 8</td>
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<td>Video Guest: Guadalupe Leal, Regional Director,</td>
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<td>Attorney General's Office on Child Support</td>
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Theories of Delinquency

May 22
The Family & Delinquency continued
Social Process & Delinquency
Readings: S&W, Chapter 4

May 26
Social Reaction & Conflict Theories
Readings: S&W, Chapter 5
Examination Two distributed

Social, Community, and Environmental Influences on Delinquency

May 27
Substance Abuse & Delinquency
Readings: S&W, Chapter 11
Juvenile residents of Shoreline, Inc.
substance abuse treatment facility
Examination Two due

May 28
Peers & Delinquency: Juvenile Gangs & Groups
Readings: S&W, Chapter 9
Written assignment due

May 29
Schools & Delinquency
Readings: S&W, Chapter 10
Conclusions & Review for Final Examination

May 30
Final Examination

Important Dates to Remember

May 21
Examination One

May 26
Examination Two distributed (take-home)

May 27
Examination Two due at beginning of class

May 28
Written assignment due

May 30
Final Examination

Schedule Subject to Change

COURSE REQUIREMENTS

1. EXAMINATIONS

Three examinations, including final and written assignment. Examinations include multiple choice, true/false, short answer questions. Details about written assignment will be provided first day of class.
The final course grade will be determined as follows:

- 3 Examinations 25% each
- 1 Written Assignment 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.
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.