UNIVERSITY OF MARYLAND, COLLEGE PARK
DEPARTMENT OF CRIMINOLOGY AND CRIMINAL JUSTICE

CCJS 350: JUVENILE DELINQUENCY- SPRING 2015

Professor White                                      Section: 0201
Classroom: BPS 1250                                  Tel: (301) 405-4732
MWF 10:00 a.m.- 10:50 a.m.                            Email: crobertw@umd.edu
Credit Hours: 3                                      Office: 2215 Lefrak Hall
Office Hours: Mondays and Wednesdays 11:30 am – 1:30 pm or by appointment
ccjs350-0201-spr15@coursemall.umd.edu

COURSE DESCRIPTION

Are children inherently devious or should children’s illegal acts be taken as seriously as adult’s illegal acts? This question is the starting point for the discussion on juvenile delinquency. We have a separate court system designed to address the special needs of the young people in our country. The purpose of this course is to learn who these young people are and why they need a different court system from adults.

In order to do this, we must discuss the origin of the juvenile justice system and the development of the system since the 1800s. We will discuss the extent of the problem, the types of crimes juveniles commit, juveniles as victims as well as offenders, and the theories used to explain their delinquency. To fully address these topics we will contemplate treatment and prevention strategies for this population.

We will consider court decisions that outline the rights available to juveniles as well as the court decisions that explain what rights are not available to juveniles. Ultimately, we will reflect on the current structure of the juvenile system and the future possibilities of young people involved in the juvenile system.

CLASS FORMAT
The class will be a mixture of lectures and class discussions. Most lectures will reflect a section or chapter in your book. However, most times I will include additional information. Power-point presentations and videos will be used to assist with lectures.

COURSE PREREQUISITES
You must have completed CCJS105 in order to take this class.
REQUIRED BOOKS


Student study site: http://www.sagepub.com/bates/study/default.htm


STATEMENT ON CLASSROOM CLIMATE

The success of this class is dependent not only on my abilities and talents as an instructor to communicate information and ideas, but also on our ability as a class to work together to create an environment conducive to active learning. As a department and university, we expect the faculty and students to be prepared for class and to be actively engaged in the classroom activities. Unfortunately, disruptive behaviors in the classroom cheat other students of opportunities to learn. The University of Maryland’s Code of Academic Integrity defines classroom disruption as “behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class.” Examples include coming late to class, repeatedly leaving and entering the classroom without authorization, excessive talking, Persisting in speaking without being recognized, allowing cell phones to ring, talking on a cell phone, reading text messages, sending text messages, or using a cell phone or any other electronic device for any purpose. None of this behavior will be tolerated.

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to show civility with one another, the teaching assistants or with me will be subject to being referred to the Office of Student Conduct or to Campus Police. You are expected to adhere to the Code of Student Conduct.

USE OF TECHNOLOGY

In this class, students will NOT be allowed to use their personal computers to take class notes. Students will also be prohibited from using their mp3 players, cell phones, tablets or any other type of technology during class.

Exception: Students will be allowed to use electronic devices (like tablets) to access the e-version of the textbook. However, if at any time the professor learns that students are using the device for other reasons, the students will no longer be permitted to access this device for the remainder of the semester.
CLASS CANCELLATIONS
In the course outline you will find dates where classes have been identified as cancelled. If for any reason a class needs to be cancelled at the last minute, a Teaching Assistant will be present in the classroom to notify the class of the cancellation and/or notice will be posted through the class email list. If for any reason the Professor or a Teaching Assistant is not present, students should wait at least 15 minutes. After that time has passed without the Professor or a Teaching Assistant showing up to the class, students may leave without suffering any consequences.

INCLEMENT WEATHER
Official closures and delays are announced on the campus website at http://www.umd.edu and snow phone line (301-405-SNOW) as well as local radio and TV stations. If the University closes for inclement weather, then any reading assignments, written assignments or exams that were assigned for that day will be due the next class period that the University is open. If the University is opening late then the instructor will notify the class via the course email and on ELMS whether the instructor will either have class or cancel class.

ATTENDANCE GUIDELINES
Regular and consistent attendance in this class is expected from registered students. University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student’s control. Students must submit the request in writing and supply appropriate documentation.

Campus Senate policy requires students who are absent for a Major Student Grading event, due to illness/injury, to furnish documentary support to the instructor. I require students to contact me by email or by phone prior to class time in which you indicate that you have an illness or an injury. You must provide written documentation of the illness from the Health Center or an outside health care provider verifying the dates of treatment and the time period during which the student was unable to meet academic responsibilities. This documentation must be provided immediately upon your return to class. You will not be allowed to turn in missed assignments or make up quizzes, tests or papers if you have not provided this documentation. Documentation not presented to me in a timely manner will not be accepted. In addition, if it is found that you have falsified the documentation provided, I will refer you to the University’s Student Conduct Office.

If a student has missed a single lecture, Campus Senate police allows that I accept as an excused absence a self-signed note from the student. The note must also contain an acknowledgement by the student that the information is true and correct and that providing false information is prohibited under Code of Student Conduct. The student is also obligated to make a reasonable attempt to inform the instructor of his/her illness in advance. A self-signed note will not apply to missing a major Scheduled Grading Event.
ATHLETES
Any student participating in a school sponsored athletic program must provide a copy of their athletic calendar outlining dates when they will miss classes to the instructor by February 6, 2015.

RELIGIOUS OBSERVANCES
While the University does excuse absences for religious observances, it is the student’s responsibility to inform the instructor of any intended absences for religious observances in advance and prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. Therefore, by February 6, 2015 students must provide to me, in writing, a request for a make-up exam if I have indicated a date on this syllabus that you are unable to make due to a specific religious observance on a specific date. Please refer to the Online Undergraduate Catalog Policy on Religious Observance.

STUDENTS WITH DISABILITIES
I will make every effort to accommodate students who are registered with the Disability Support Services (DSS) Office and who provide me with a University of Maryland DSS Accommodation form, which has been updated for the Spring 2015 semester. This form must be presented to me no later than February 6, 2015. I am not able to accommodate students who are not registered with DSS or who do not provide me with documentation which has been reviewed by DSS after February 6, 2015.

ELMS
The University of Maryland uses Canvas via Enterprise Learning Management Systems, (ELMS). The ELMS website is www.elms.edu. We will use ELMS in this course for posting content, having discussions with each other, posting grades, class announcements and class notes.

ACADEMIC DISHONESTY
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation and plagiarism. For more information of the Code of Academic Integrity or the Student Honor Council, please visit http://www.shec.umd.edu.

The following statement must be signed and/or written on every assignment: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”
COPYRIGHT

Legally, course materials such as written or recorded lectures and Power Point presentations are copyright protected and the ability to copy and distribute course materials unless it is for personal use and with instructor's permission is illegal.

The lectures I deliver in this class and the course materials I create and distribute are protected by federal copyright law as my original works. My lectures are recorded or delivered from written lectures in order to ensure copyright protection. Persons who sell or distribute copies or modified copies of my course materials, possess commercial copies of my notes (i.e. Terpnotes), or assist another person or entity in selling or distributing those materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

ONLINE COURSE EVALUATIONS

Your feedback about this course is very important to me and therefore we do several forms of evaluations throughout this semester. One important campus-wide evaluation is the online evaluation at the end of the semester. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

ASSIGNMENTS

1. Reading Assignments: Each student is responsible for reading assignments as outlined below and being fully prepared to participate in classroom discussions.

2. Participation: Class attendance and participation are expected.

3. Juveniles in the News Report: Every student is required to complete a written and oral report on a juvenile who has been reported in the news as being suspected of committing a crime. The instructor will provide a schedule for the student presentations. You may not report on a story that someone has reported on the week before. You will lose points if you do, unless your report is an update of the previously reported story.

The written report must be three to four typed pages and include the following information: name of the juvenile, age of the juvenile, the state of the offense, the type of offense, the plan for potential prosecution, the potential punishment for the offense, any information on the victim, the amount of media coverage the story has received, and discussion of whether or not a picture of the juvenile was included in the media coverage. You must also discuss what you believe should happen to the juvenile and your prediction for what you believe will happen to the juvenile. Because we will discuss transfer laws all semester, the paper must also include the relevant transfer law(s) for the state. Students will find this information at: 
The report must include proper citation of all sources using APA format.

4. **Quizzes:** Quizzes will be given based on material from *No Matter How Loud I Shout* and *Last Chance in Texas*. Quizzes will be given on the dates outlined in a separate document.

5. **Final Exam:** A multiple choice covering the entire semester. Since this is an online class, the details of completing this exam will be provided to students in a separate announcement on Canvas.

**GRADING**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
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<td>Quizzes</td>
<td>15%</td>
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<tr>
<td>Juvenile in the News Report</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<td>Final Exam</td>
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*This syllabus is subject to change by the instructor's discretion.*

**COURSE OUTLINE**

**Week 1**

1/26-1/30  Introduction and Overview of the Course

1/26-1/30  Transfer Laws

**Week 2**

2/2-2/6  Chapter 1: Thinking About Juvenile Delinquency in a Diverse Society

**Week 3**

2/9-2/13  Chapter 2: The Creation of Delinquency

**Week 4**

2/16-2/20  Chapter 3: Understanding Delinquency: Data, Correlates and Trends
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<thead>
<tr>
<th>Week</th>
<th>Chapter/Topic</th>
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<tbody>
<tr>
<td>5</td>
<td>Chapter 4: Micro-Level Theories</td>
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<tr>
<td>2/23-2/27</td>
<td>Chapter 5: Macro-Level Theories</td>
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<td>6</td>
<td>Chapter 6: Critical Theories</td>
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<tr>
<td>3/2-3/6</td>
<td><em>Girlhood</em></td>
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<td>7</td>
<td>Chapter 7: Families in Context</td>
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<td>3/9-3/13</td>
<td>Midterm (3/13)</td>
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<td>8</td>
<td>SPRING BREAK</td>
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<td>3/16-3/20</td>
<td>Chapter 8: Schools in Context</td>
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<td>9</td>
<td>Chapter 8: Schools in Context</td>
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<tr>
<td>10</td>
<td>Chapter 9: Peers and Gangs in Context</td>
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<td>3/30-4/3</td>
<td>Chapter 10: Drugs in Context</td>
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<td>11</td>
<td>Chapter 10: Drugs in Context</td>
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<td>4/6-4/10</td>
<td>Chapter 11: Why a Separate Juvenile Justice System?</td>
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<tr>
<td>12</td>
<td>Chapter 11: Why a Separate Juvenile Justice System?</td>
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<td>4/13-4/17</td>
<td>Chapter 12: The Process of the Juvenile Court</td>
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<tr>
<td>13</td>
<td>Chapter 12: The Process of the Juvenile Court</td>
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Week 14
5/4-5/8
Chapter 13: Juvenile Corrections

Week 15
5/11
Chapter 14: Preventative, Rehabilitative and Restorative Approaches to Delinquency