COURSE SYLLABUS

Sociology 353.001 Juvenile Delinquency
FALL 2011

Instructor: Dr. James Standley, Professor of Criminology
Department: Social and Cultural Analysis
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Office: Liberal Arts North 129
Class time/place: 2:00 – 3:15 p.m. Th Ferguson 478
Course website: http://mycourses.sfasu.edu
Office Hours: One hour before and after class time and by appointment
Text: Juvenile Delinquency: The Core 4th Edition
Authors: Larry J. Siegel/Brandon C. Welsh

To The Students In This Course

WELCOME TO THE STUDY OF JUVENILE DELINQUENCY! The study of juvenile delinquency is a dynamic, ever changing field of scientific inquiry in which theories, concepts, and processes are constantly evolving. In this course you will become familiar with the problems of youth in American culture. In the text and in the class you will be engaged in the conversation of specific issues facing youths who are “at risk” and you will gain an understanding of why so many kids take risks. We will be reading about and discussing why the study of delinquency is so important and what the study of criminal deviance entails. The text your instructor has selected to guide the course is divided into 14 learning Modules corresponding with the learning modules and assignments for the course.

THE COURSE WILL BE PRESENTED IN A HYBRID FORMAT. This means that there will be a mix of on-line and in-class presentations of the material associated with the course. You will be responsible for reading the assigned chapters associated with the learning modules and completing the associated assignments. My lecture narratives, Powerpoints, outlines and other material provided will amplify MUCH (but not ALL) of the information from the text. However, all presented material is fair game on a quiz or Exam.

Course Description: Sociology 353. Juvenile Delinquency - Extent and causes of juvenile delinquency and how the juvenile justice process works. Suggested background: SOC 137. Program Learning Outcomes: The learning outcomes specifically outlined in the Department of Social and Cultural Analysis Program Learning Outcomes (PLO’s) are as follows: The sociology program states the following items as program learning objectives (PLOs) for sociology majors. The student will be able to identify, compare, and contrast sociological classical and contemporary theories.
PLO 1. The student will be able to identify the principles of good social scientific research design. Such principles include validity, reliability, precision in measurement, and sampling methodology.

PLO 2. The student will possess sociological knowledge as evidenced by the identification of the major concepts involved with social stratification, demography, race and ethnic relations, deviance, and globalization.

PLO 3. The student will be able to apply sociological knowledge and skills to a variety of settings.

PLO 4. The student will recognize the implicit assumptions behind claims of knowledge about the social world, will be able to evaluate and distinguish between strong and weak arguments, and will be able to draw conclusions from a set of premises.

PLO 5. The student will be able to read theoretical arguments and to identify their major strengths and weaknesses.

PLO 6. The student will be able to analyze a data set using statistical techniques and draw conclusions from the results.

SOC 353 Juvenile Delinquency, addresses the following of these objectives:

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<thead>
<tr>
<th>Program Learning Objective</th>
<th>Supported by Course Objective (Student Learning Outcome) #, or NA – Not applicable</th>
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<tbody>
<tr>
<td>PLO 1</td>
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<td>PLO 2</td>
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<td>PLO 6</td>
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Measurable Learning Outcomes

1. Learn about the nature and extent of juvenile delinquency in the United States;
2. Become familiar with and critically evaluate the major theories that have been developed as explanations for the onset of, continuation in and desistance from delinquency;
3. Think critically and analytically about the role of environmental factors such as family, peers, schools, and race in child development and delinquency;
4. Learn about society's response to delinquency through informal and formal mechanisms of control; and
5. Understand youth crime and the development of a separate juvenile justice system;
6. Analyze the roles of police, courts, the justice system and treatment programs for juvenile offenders;
7. Describe the role of the police, courts, and the juvenile justice system in addressing delinquency;
8. Evaluate treatment programs for juvenile offenders.

Here's what you need to do to succeed in this course:

1. The Learning Modules will typically be opened at 6:00 a.m. on Wednesday of each week of class. When the Learning Module is opened (available on-line via Blackboard)
follow the steps described in *Unpacking the Module* posted in the Course Content page. Read the lecture narrative, review the Module objectives and follow the directions of your instructor.

2. **Several Class Meeting Times Have Been Scheduled.** Watch the **Course Calendar** for several scheduled class meeting times. When we have a formal class meeting they will take place in Ferguson 478. Typically, the meeting will take place on Thursday.

3. **Discussion** After reading the lecture and reviewing the learning objectives and key terms, your first assignment in each Module will be to post to the **Course Discussion** (instructions to follow in this syllabus). The Discussion will open at 8:00 a.m. on Friday following the introduction of the Module for that week and close at 11:59 p.m. on Monday following the introduction of the Module.

4. **Quizzes** There will be a multiple-choice Quiz over each Module. Each Quiz will have 10 questions. You will need to score 70% or more to get any points for the quizzes. The additional benefit for you with the quizzes is that some of the questions will be repeated on the Exams. You will be required to take the Quiz **On-Line** via Blackboard during class time (2:00 – 3:15 p.m.) on Tuesdays.

5. **Examinations** There will be 4 scheduled in-class Examinations during the semester. These Examinations are posted on the electronic course calendar. They will be over the noted Modules, consist of objective questions (limited to but not always including multiple choice, true/false, matching, and fill in the blank). The course Final Exam will be one of the 4 scheduled examinations and will not be cumulative.

6. Perhaps you are beginning to feel the pace of the course as the Modules will be introduced each week. We will officially start our activity associated with each Module on Wednesdays and end the Module with a Quiz on the following Tuesday.

7. **The electronic calendar is the official calendar for the course.** You will find the calendar on the course website. It may be modified during the semester at the discretion of the instructor should unforeseen events change the pace of the course. If there are changes you will be notified by e-mail of the changes.

8. **Final grades** will be based upon the TOTAL POINTS earned on the following areas.

**Here are the Components that will be the building blocks of your grade.**

**Discussion (Total of 280 Points can be earned, 23% of Course Grade)**

Following the presentation of each Module there will be a few discussion topics posted. The discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the responses of the first few students, the discussion may evolve into something entirely different from the original question. **THEREFORE, IT IS VITALLY IMPORTANT (to your grade) THAT YOU READ ALL OF THE POSTS BEFORE MAKING YOUR POST(s).** If you post later in the discussion and you respond to the original question, your post will likely not **ADD** to the discussion and therefore you will earn 0 points on the post. As noted above the discussions are intended to assess your understanding and synthesis of the chapter materials. Passing grades will be earned based on how well your original ideas demonstrate your understanding and synthesis of the material from the text, the website, other students’ postings, my comments, and any other sources of information.

**Points would be earned if:**

You make a post that makes a unique contribution to the discussion and demonstrates a synthesis
of the chapter materials including other students’ posts. You post your “opinion” on a topic **along with a rationale** based on the course materials to support your opinion.

**Points would NOT be earned if:**
You make a post that does not demonstrate an understanding and synthesis of the topic/concept (e.g., “I agree with Sandy…”), You make a post that does not add to the discussion. You make a post to the original question when the topic has evolved beyond the original question.

**Here are some things to avoid in your posting:**
Steer away from “texting” language”. Though this is not a writing intensive course there is still an expectation that college level writing (this is a Junior Level course) will be used including appropriate spelling, grammar, punctuation, capitalization, etc. The HTML editor has a built in spelling and grammar checker. Please use them.
Let’s avoid conventions such as “decartes had a good point. i think he was interested..” or “B4 making a statement”, “LOL”, “i think u hv mde a gd pt.” In all cases where there is multiple texting conventions used, 0 points will be earned. Great “speak” in some contexts but not for displaying your knowledge of the Juvenile Delinquency material!

**Alternatively, and this is what I’d recommend:**
Compose your post in a word processor, check it for spelling, grammar, punctuation, etc., save the file, then copy and paste your writing from your word processor file into the discussion. That way you have a backup copy on your own computer in case of an emergency.

**Here’s How Your Discussion Will be Graded:**
**Pass, Pass/Fail, or Fail (20, 10, and 0 points respectively per Module).** Contributions that are marginally better than a Fail, but not achieving a Pass grade will earn a Pass/Fail grade. Earning too many of these Pass/Fail grades will have a negative impact on the number of points earned. I encourage you to respond directly to other students’ posts as well. Doing so will increase your chances of earning a passing grade.

**Quizzes: 140 Total Points (12% of Course Grade)**
See above for specifics on the Module Quizzes.

**Examinations: 800 Total Points (65% of Course Grade)**
See above for specifics on the Course Examinations.

**Extra credit (20 points)** As you review the total points for the course you will observe that there are 20 points set aside by the instructor for the **possibility** of awarding extra credit in exceptional circumstances. Extra credit may be awarded to students who make significant and meaningful contributions to the discussions or have consistently high grades throughout the semester on the Quizzes. . **This will be the only extra credit available in the course.**

**Grading Scale** The **total number** of points you can earn in the course is **1240**. Following is the grades associated with different levels of performance. Your grades will be posted weekly after each Module is complete and after each Examination is graded. .
A - 1116-1240 Points
B – 992-1115 Points
C – 868-991 Points
D – 744-867 Points
F --743 or < Points

You are expected to actively participate in class. I am not specifying the amount of time, but your grade is heavily dependent upon it and I will monitor it. In the past, students that have actively participated have done well; those that did not participate did not do so well. DO NOT PROCRASTINATE!!!!

I will try to respond to your email and discussions as soon as possible. I will respond to all substantive email (most within 24 hours) during the official class time Monday-Thursday. Email received after Thursday at midnight will receive a response at the latest by the following Monday. Depending on the volume of discussion, it will be unlikely that I will respond to each individual post. Again, I will monitor the activity in the discussion board since a large part of your grade is dependent upon it.

Please email using the course email system if you have any questions or are having any problems with the information being covered. If you are having trouble with Blackboard, please contact the help desk in the Office of Information Technology (936-468-1919 M-F 8 – 5).

Here’s To A Great Semester For Us All!