COURSE SYLLABUS

Sociology 353.500  Juvenile Delinquency
FALL 2017

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Office Hours: By Appointment
Text: Juvenile Delinquency: The Core 6th 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 social and cultural problems with youth in American culture wherever they are identified to exist. 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. You will be following this study using the text your instructor has selected as a guidebook for the course. The text is divided into 14 learning Modules corresponding with the Learning Modules, assignments, and activities for the course.

Course Description: Sociology 353. Juvenile Delinquency - Extent and causes of juvenile delinquency and how the juvenile justice process works. Suggested background: SOC 137.

Course Calendar*

SOC 353.500 Fall 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
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<tr>
<td>08/27</td>
<td>1</td>
<td>Childhood and Delinquency</td>
<td>Text Chapter 1</td>
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<tr>
<td>09/3</td>
<td>2</td>
<td>Teen Crime Trends</td>
<td>Text Chapter 2</td>
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<tr>
<td>Date</td>
<td>Chapter</td>
<td>Title</td>
<td>Text</td>
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<tr>
<td>9/10</td>
<td>3</td>
<td>Live For Today</td>
<td>Text Chapter 3</td>
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<tr>
<td>09/17</td>
<td>4</td>
<td>The Code of the Street</td>
<td>Text Chapter 4</td>
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<tr>
<td>09/24</td>
<td>5</td>
<td>Pathways of Delinquency</td>
<td>Text Chapter 5</td>
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<tr>
<td>10/1</td>
<td>6</td>
<td>PEERsuasion</td>
<td>Text Chapter 6</td>
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<tr>
<td>10/8</td>
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<td>The Family</td>
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<td>10/15</td>
<td>8</td>
<td>The Gang Attraction</td>
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<tr>
<td>10/22</td>
<td>9</td>
<td>School Days</td>
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<tr>
<td>10/29</td>
<td>10</td>
<td>Pathways to Drugs</td>
<td>Text Chapter 10</td>
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<td>11/5</td>
<td>11</td>
<td>Prevention Efforts</td>
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<td>11/12</td>
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<td>Police and Juveniles</td>
<td>Text Chapter 12</td>
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<tr>
<td>11/26</td>
<td>13</td>
<td>Juvenile Courts</td>
<td>Text Chapter 13</td>
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<tr>
<td>12/03</td>
<td>14</td>
<td>Juvenile Corrections</td>
<td>Text Chapter 14</td>
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*For a more detailed calendar see the “Course Welcome – Get Started” section of the Course Content Section*

**Student Learning Outcomes (SLOs)**

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 deterrence 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.

**Program Learning Outcomes (PLOs)**

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 354 Criminology, addresses the following of these objectives:*

<table>
<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>
<td>#1, 2</td>
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<tr>
<td>PLO 2</td>
<td>#4</td>
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<tr>
<td>PLO 3</td>
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<td>PLO 4</td>
<td>#3</td>
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<tr>
<td>PLO 5</td>
<td>#2, 6</td>
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**Academic Integrity (SFA Policy A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty.** Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another
source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Attendance Policy (See SFA Policy 6.7)**

Students are expected to attend all classes, laboratories, and other activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained.

**Withheld Grades (See SFA Policy 5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD), as early as possible in a semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Here is what you need to do to be successful in this course:**

The **Learning Modules** will typically be opened at 8:00 a.m. on Sunday of each week of class. When the Learning Module is opened, 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.

**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 Wednesday following the introduction of the Module for that week and close Thursday at midnight following the
introduction of the Module. You can earn up to 25 points for each Discussion. See the grading criteria in the Course Welcome. If you miss the posting deadline you can still post after the deadline via e-mail with your instructor and receive partial credit. See the course make-up policy below. See Assessment Criteria - Course Discussion for further instructions.

**Quizzes** There will be an objective question Quiz over each of the 14 Modules. Each Quiz will have 55 questions each worth 1 point. You will have 50 minutes to complete the Quiz. The Quiz will open at 8:00 a.m. on Friday of the Module for that week and close at midnight on Friday of each weekly Module.

**Examinations** There will be 4 scheduled Examinations during the semester...covering Modules 1-3, 4-7, 8-11, 12-14. Each Examination will have 75 question each worth 2 points. some of the questions you will have seen on the weekly Quizzes. You will have 65 minutes to complete the Exam. These Examinations are posted on the electronic course calendar. They will be over the noted Modules topics and chapters in the text. The Examinations will consist of objective questions (multiple choice and a few true/false. The course Final Exam will be one of the 4 scheduled examinations and will be inclusive of the final three Modules.

**Course Make-up Policy:** ALL MAKE-UP WORK MUST BE COMPLETED WITHIN TWO WEEKS OF THE MISSED ASSIGNMENT FOR CREDIT (Exclusive of Modules 13 and 14 which must be completed on the dates assigned). See the University Class Attendance and Excused Absence Policy for more details. All Make-up work due by Friday Dec. 8 at 5:00 p.m.

Perhaps you are beginning to feel the pace of the course as the Modules will be introduced on Sunday and close on Friday each week.

The Course Calendar is the official calendar for the course. You will find the calendar on the course Homepage. 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.

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

**Here are the components that will contribute to your total points.**

**Discussion - A total of 350 Points may be earned or 20% of your grade**

**READ THE ASSESSMENT CRITERIA FOR COURSE DISCUSSIONS IN THE COURSE WELCOME FOR FURTHER INFORMATION.**

Following the presentation of each Module there will be a 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 AVAILABLE 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 lecture, text, the postings of other students, my comments. **Points for the Discussion would be earned if:** You make a post that contributes to the discussion and demonstrates a synthesis of the chapter materials including other students’ posts. You can 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 postings to the Discussion:** 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 this juvenile delinquency course!

**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:** You will receive a grade of **"Pass"**, **"Pass/Fail"**, or **"Fail"** (Pass=20-25 pts., Pass/Fail=10-19 pts, and Fail=0-9 pts per Discussion for each 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. You can post late (after the closing time for the Discussion period) and you can receive up to half credit. **PLEASE READ THE ASSESSMENT CRITERIA FOR COURSE DISCUSSIONS IN THE COURSE WELCOME.**

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**Quizzes:** A Total of 770 Points or 45% of your grade may be earned - See above for specifics on the Module Quizzes.
Examinations: A total of 600 Points or 35% of your grade may be earned - See above for specifics on the Course Examinations.

Bonus credit (30 points) The total number of points you can earn in the course is 1720. Up to 30 bonus points may be added to your final earned total. Bonus points may be awarded at the discretion of the instructor to students who consistently make significant and meaningful contributions to the Discussions and have completed all Quizzes and Exams. 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 1720. Your total points will be posted weekly after each Module is complete. Here is the grading scale converted from points earned.

A - at least 1548-1720 Points
B – at least 1376-1547 Points
C – at least 1204-1375 Points
D – at least 1032-1203 Points
F --1031 or fewer Points

Many misconceptions exist about grades in the university. Perhaps the most common is that grades are given based upon student effort. Rather, grades are meant as evaluations of student performance not as a reward for effort. This is the "real world" that you will face after leaving the university. Some students can earn good grades with little or no effort. Other students work very hard and receive average or even poor grades. A second common misconception about grades is that a "C" is a "bad" grade. To the contrary, a "C" grade is awarded for work that meets the criteria of average or "satisfactory" college work. You are expected to actively participate in the activities of this course. I am not specifying the amount of time, but your grade is heavily dependent upon it and I will monitor it. In my past experience, students that have actively participated have done well; those that did not consistently participate or frequently turned in make-up work did not do so well. DO NOT PROCRASTINATE!!!!

CONTACTING YOUR INSTRUCTOR: E-mail me via the Mail option in Desire 2 Learn. 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. 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 the Desire 2 Learn platform, 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!

Standley 2017