

**Juvenile Justice
CRIJ 3308-011
CRN 11759
Fall 2021**

Instructor: Dr. Caitlyn Muniz
Office Hours: By appointment only (Blackboard Collaborate)
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Communication

The most efficient means of communication with me is through email using the email address listed above. I make every possible effort to respond to emails within 24 hours. Do not reply to announcements or assignment comments. I do not get notifications for them and will not reply.

Course Description

This course gives students an overview of American juvenile justice in terms of both system and practice by exploring legal aspects and administration of juvenile justice. The course will cover the historical development of the concept of delinquency and the creation of the juvenile justice system. The special legal status of juveniles and juvenile justice procedural law will be examined, and risk factors and causes of juvenile delinquency will be explored through a criminological lens. Finally, programming for prevention and intervention will be discussed.

Learning Outcomes

1. Understand the history and development of the juvenile justice system.
2. Explain crime statistics and trends in juvenile delinquency over time.
3. Understand legal aspects of juvenile justice and what differentiates the juvenile justice system from the criminal justice system.
4. Describe how criminological theories apply to juvenile delinquency.
5. Be familiar with intervention and prevention strategies that aim to reduce juvenile delinquency.

Required Text

Bates, K. A., & Swan, R. S. (2021). *Juvenile delinquency in a diverse society* (3rd ed.). SAGE.

Academic articles and Supreme Court cases as provided on Blackboard.

Course Requirements and Grading

1. Exams – 30%

2. Discussion Boards – 20%
3. Written Reflections – 30%
4. Reading Checks –20%

1. Exams

A large portion of your grade is based on comprehension of the material through module quizzes. You will have a quiz to complete at the end of each module. The quiz questions will be a combination of multiple choice and true/false. Questions will be based on the reading(s), lectures, and videos (if applicable). Quizzes are to be done independently. Each quiz will have a strict time limit based on the number and difficulty of the questions. **You must complete the quiz by 5pm on the scheduled date, no exceptions.** It is suspicious if a student completes a quiz extremely fast. Any student who completes an exam in 3 minutes or less may be required to complete future quizzes in person.

Note: Correct answers for the quizzes will be available upon request. You may schedule a meeting with me to review any of your quizzes or assignments. Answers will not be provided until after the quiz or assignment has closed.

2. Discussion Boards

These prompts will be related to course material and will entail you drawing on what you've learned and formulating opinions. Although the majority of these are asking for your opinion, you will be expected to support your opinion with your readings and lecture notes. Along with facilitating class engagement, these are designed to be critical thinking activities, not regurgitation of class material or a forum for personal anecdotes. In order to receive full credit, you must post your own response. You will be required to post an original post before you are able to see any of your classmates' posts. Students should be courteous in their posts, although you are encouraged to express your personal opinions. Students are encouraged to post more than the minimum required posts; it will only help improve your grade.

If you miss a post, you **will not be allowed to make it up** and you will lose points (the full amount) unless it is due to a reasonable excuse as outlined in your university handbook. The only exception to this is Blackboard system failure; technical difficulties on your end will not account for a reposting. There is to be no collaboration of any sort on discussion boards – this is to be your own original work.

Note: The success of these conversations hinges on students having posts to respond to. Please be courteous to your fellow students and post early. Waiting until the last minute to post prevents students from responding as they are required to do

3. Written Reflections

Students will be required to write **two** reflective essays over the course of the semester. Students can only submit 1 reflective essay per module, the reflection must be about that module, and the reflection must be submitted by the end of the module.

Requirements:

- 1) What did you learn in the material? Summarize what you learned succinctly (do not spend more than a paragraph here).
- 2) How does what you learned change or affect your understanding of juvenile delinquency?
- 3) How does this material influence your future or current career? If you are not going into a CJ related career, discuss how this material might influence a CJ career of your choice.
- 4) In light of what you learned in this module, what do you think the criminal justice/juvenile justice systems should do differently? Think about and include all aspects of the system (police, courts, corrections).

Paper must:

- 1) Use proper spelling and grammar
- 2) Be a minimum of two FULL pages double-spaced. No weird/excessive spacing. No five lines of your name, my name, the class number, etc. Two full pages of content.
- 3) Answer all prompts above thoughtfully and completely.

4. Reading Checks

Students will be required to do weekly reading checks for each chapter. These will either be multiple choice, true/false, short answer, etc.

Extra Credit

Extra credit opportunities will be provided so that students can improve their grades.

All interested students have these opportunities—NO OTHER OPPORTUNITIES WILL BE PROVIDED. There will be no end-of-the-semester adjustments made to your grade.

Student Expectations

To ensure learning outcomes are met, students are expected to:

Participate. Students are expected to contribute to all class discussions and are responsible for all material presented in each module, including course-related announcements.

Check Email & Blackboard Regularly for Course Correspondence. Valuable information regarding the course schedule, assignments, and grades will be posted to Blackboard.

Be Respectful. This includes directing full attention to discussions. When participating in discussion and in email exchanges with the instructor and other classmates, students are expected to use respectful language. Do not communicate with others via the Internet in a way you would not interact with them in person. Disrespectful language, and/or disrespectful classroom behavior will not be tolerated. In instances of serious or repeated infractions, students will be subject to University disciplinary action.

Complete Quizzes and Assignments When Scheduled. Students are informed in writing (this syllabus) of the due dates of exams and assignments for the entire semester on the first day of class. You will have ample time to complete all work. For this reason:

LATE WORK IS NOT ACCEPTED & MAKE UP EXAMS ARE NOT AN OPTION*

* Exception: Emergencies, Religious Observances, & University Excused Absences. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for an announced examination. Students absent for religious reasons, as noticed to the instructor at the beginning of each academic term, will be given reasonable opportunities to make up any work missed.

Blackboard

Because this is an online class, access to the internet is required. Therefore, students need reliable access to the internet to complete this class successfully.

Grading Scale

Grade	Percentage
A	90%-100%
B	80%-89.9%
C	70%-79.9%
D	60%-69.9%
F	below 60%

Course Organization

The course is organized by modules. You will access each week's assignments and materials by accessing the current module.

Attendance Policy

Attendance is required. Classes are run on the basis of class interaction. Because this is an online course, attendance is determined by class participation online. Students must be prepared, participate in online individual/group discussions, and complete the course modules in order to understand and incorporate the rhetorical strategies and processes used to complete the projects.

Netiquette

All students are expected to communicate with me in a professional and respectful manner. **Emails that are not written respectfully and professionally will be met with no response.** As adults preparing to enter the professional or academic world, you are expected to conduct yourself as an academic or professional. This skill is necessary for success in all realms of your life.

When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important to keep this in mind as we communicate online. Words in print may seem harmless, but they could

emotionally injure when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance. For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting. The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. A person may certainly disagree with someone else's view, but you must do so respectfully; you may express strong beliefs but you must allow for differing opinions.

It is important to keep netiquette in mind as we communicate online.

Please observe the following:

- You are required to check the Blackboard course shell daily for messages, updates and assignments.
- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
- Be professional and careful in what you say about others.
- When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
- The obstruction or disruption of any group activity, discussion board or any other course activity is prohibited and will subject the student or group of students to disciplinary action.
- An instructor may deny a student access to participate in class activity for up to two individual classes (or course related activity periods) for behavior that is disruptive to the learning or teaching environment. Individuals so denied may be immediately referred to the Office of the Dean of Students for additional disciplinary intervention including withdrawal from the course.

Policy for withdrawing or dropping the course

Students are responsible for seeing they are withdrawn from the course by the drop deadline. Please contact the [Registrar's Office](#) to initiate the drop process. Students that are withdrawn by the drop deadline will automatically receive a grade of "W". After the student

drop deadline, students will receive a grade of “F” except under extraordinary circumstances and only with the approval of the instructor and academic dean.

Scholastic Integrity

UTEP prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of the work produced by the individual. Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures (HOOP). It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more HOOP: Student Conduct and Discipline.

Copyright Infringement and Plagiarism

Copying a textbook, or any other copyrighted material is a violation of U. S. copyright law. Violation of U. S. copyright law can result in civil damages up to \$100,000 for each work copied. Copying of textbooks or any other copyrighted material is not “fair use” under the Copyright Act. The “fair use doctrine” only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not take credit for work that is not your own by copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission.

Accommodations Policy

Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services. If you have or believe you have a disability that may impact your ability to succeed in a class, whether it be online or face-to-face, you may wish to contact the Center for Accommodations and Support Services (CASS) to show documentation of a disability or to register for testing and services. Students who have been designated as disabled must reactivate their standing with the CASS yearly. If you feel that you may have a disability requiring accommodations and/or modifications, contact CASS at (915) 747-5148.

You also can visit the CASS website at <http://sa.utep.edu/cass/> or the CASS office in Room 108 East Union Building.

Student Resources

UTEP provides a variety of student services and support:

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Military Student Success Center: UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- Connect Access: McGrawHill course content including textbook, quizzes, study problems and course resources.

Mandatory Reporting

As mandatory reporters, faculty can no longer have confidential conversations with students or other reporting persons about their experiences with sexual misconduct, sexual harassment, or sexual assault. If a topic in class leads to a discussion of experiences of sexual harassment, sexual misconduct, or sexual assault I must share the information with the University so that the student can receive care, support and resources and learn about the options for having the situation addressed and resolved within the University. Even though I am obligated to share the information with University officials specially trained to respond, students' privacy will be respected; identities and details will be shared only with those who need to know to support the reporting person and to address the situation through the University's processes.

Calendar and Modules Subject to Modification

The calendar provided for the course is a "best estimate" schedule for the class. Unexpected scheduling problems and developing course materials may result in a modification of the schedule. Current events may also cause the elimination or substitution of other material that may become more relevant. You may rely on this course schedule as a BASIC outline for the course. The schedule is not a contractual agreement and is subject to change. Students will receive guidance concerning alterations to the schedule through announcements. Regardless of the ordering of material covered, stay up with the scheduled reading assignments. Because of the nature of the material and texts, course requirements are designed to aid in developing an integrated understanding of the material with the full semester in mind. Discussion boards, quizzes and assignments are designed with the assumption that you have read relative materials prior to participation.

	Module Topic	Reading/Assignment	Due Date
	Read syllabus get familiar with course shell	Syllabus Quiz	8/27
Module 1	History of JJ and Understanding Crime Statistics	Chapter 1 Reading Check	8/29
		Chapter 2 Reading Check	9/5
		Chapter 3 Discussion Post 1 Exam 1	9/12
Module 2	Applying Criminological Theory to Juvenile Delinquency	Chapter 4 Reading Check	9/19
		Chapter 5 Reading Check	9/26
		Chapter 6 Discussion Post 2 Exam 2	10/3
Module 3	Causes of and Risk Factors for Juvenile Delinquency	Chapter 7 Reading Check	10/10
		Chapter 8 Reading Check	10/17
		Chapter 9 Reading Check	10/24
		Chapter 10 Discussion Post 3 Exam 3	10/31
Module 4	Legal Aspects of Juvenile Delinquency	Chapter 11 Reading Check	11/7
		Chapter 12 Reading Check	11/14
		Chapter 13 Discussion Post 4 Exam 4	11/21
Module 5	Responses to Juvenile Delinquency	Chapter 14 Reading Check	11/28
		Chapter 15 Discussion Post 5 Exam 5	12/6