

At-Risk Youth and Delinquency
Course 4300 CRN 18037
Fall 2019
TR 9:00-10:20 EDU 312

Instructor: Dr. Caitlyn Muniz

Office Hours: Tuesdays 1030 –1130am and by appointment (EDU 111-P)

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The most efficient means of communication with me is through email. I make every possible effort to respond to emails within 24 hours.

Course Description

This course will introduce students to topics such as violence, bullying, homicide, and victimization regarding varying youth populations. Throughout the course, students will be exposed to how these different populations experience victimization and perpetration and the risk factors leading to such experiences.

Student Learning Outcomes

1. Understand to what the term at-risk youth refers.
2. Be able to describe different at-risk youth populations and how these groups relate to crime.
3. Be able to describe trends in youth violence.
4. Be able to describe the juvenile justice system and how it treats at-risk youth.

Required Texts

Academic articles as assigned.

All reading will be posted on Blackboard.

Course Requirements and Grading

This course has four general requirements:

1. Exams – 50% of grade
2. Participation Assignments- 20% of grade
3. Article Summary—10% of grade
4. Writing Assignment – 20% of grade

A	89-100+%
B	79-88.9%
C	69-78.9%
D	59-68.9%
E	Below 59%

Exams (50%)- A large portion of your grade is based on comprehension of the material evaluated through exams. You will have four multiple choice and true/false exams in this course. Questions will be based on the reading(s), lectures, and videos (if applicable). Exams are to be done independently on Blackboard. Each exam will have a time limit that corresponds to the number of questions on the exam (some are longer or shorter than others). You must complete the quiz by 11:59pm on the scheduled date, no exceptions. **Note:** Correct answers for the quizzes will be available upon request, in person. You may schedule an in-person meeting with me to review any of your exams or assignments.

Participation Assignments (20%) - Over the course of the semester, you will complete a variety of in-class assignments for participation. These assignments will **NOT** be announced in advance. In-class assignments will make up 20% of your final grade. Please note: these assignments may be given at any time during class (example: first five minutes, last 10 minutes, and/or over the entire class period). If you miss an assignment because you are absent, late, or leave early (and it is not a documented emergency), you will NOT receive points and will not be allowed to make up the assignment.

Your lowest **2** assignments will be dropped. This means you can miss two without penalty. This also means there will be absolutely **ZERO** makeups for these assignments.

Article Summary (10%)- On the first day of class, you will sign up for a date and a corresponding article to summarize. You will turn in a hard copy of your summary on the date you signed up for and will then present your summary to the class. Do **NOT** copy directly from the article. Proper spelling and grammar are required, and your summary should be a minimum of 1 page (without excessive spacing at the top or between paragraphs). Your grade will drop a letter for every day late the paper is submitted.

Your summary should answer the following in essay form:

Introduction/Literature Review

What is the purpose of this article?

What has prior research concerning this topic determined?

How does the current study expand upon prior research?

Methods

What data did they use to answer their research questions?

Did anything stand out about the methods they used?

Results/Discussion

What were the main findings?

How do these findings translate to something meaningful? (i.e., what does this mean for the real world?)

One sentence summary of the overall findings

Writing Assignment (20%)- Discuss how **one** of the following specifically affects **the transition to adulthood** and **life course** of an at-risk youth. In doing so, you should be talking about things like getting a college education, employment, housing, family, and criminal behavior and how these things are affected by the topic you choose. Do not spend more than a couple sentences explaining what child abuse, for example, is. Instead focus on the transition to adulthood. In other words, what happens to this at-risk youth when they grow up? How does arrest or running away in adolescence affect an individual later in life? (100 points for the content of the response):

Child Abuse

Arrest

Teen Pregnancy

Problems at school (truancy, achievement, suspension and expulsion)

Running Away

Homelessness

Drug/Substance Abuse

Requirements

3 pages minimum and 5 pages maximum--double-spaced (25 points)

Proper grammar, spelling, and conventional writing (25 points)

Avoid first-and-second-person (*I, me, my, we, our*).

Avoid slang and clichés

Do not use contractions in formal writing (can't, wouldn't, don't)

Be consistent with verb tense.

Use correct subject-verb agreement (don't use plural verbs with singular nouns or vice versa).

Avoid over-generalizing statements.

Answer the question that you are asked.

APA style in-text citations with properly formatted full references listed at the end (which will not count towards your page minimum) (25 points)

Minimum of 3 outside sources beyond required class readings (25 points). These sources must be academic. This means **journal articles**.

Turned in ON TIME!!!!

Before submitting your assignment, make sure to go over all the above requirements and make sure your paper meets these requirements. You will lose points for failing to meet requirements. For example, you will automatically lose points if you don't meet the page requirement or if you don't find 3 journal articles.

Course and University Policies

Student Expectations

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

Participate. Students are expected to be prepared for class by completing required readings prior to the start of class. 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. Important 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. Disregard for this expectation will result in students being asked to leave class. In instances of serious or repeated infractions, students will be subject to University disciplinary action.

Complete Exams and Assignments When Scheduled. Students are informed in writing (this syllabus) of the due dates of ALL exams and assignments **for the entire semester on the first day of class.** 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.

Make Up Exam / Assignment Policy:

If a student feels an unforeseen event requires them to request a make-up test/assignment, he or she **must** complete the following:

(1) Determine the event constitutes a University Excused Absence or an emergency. Emergencies refer to **very serious** physical or mental health issues only. Because students are made aware of class due dates in advance, emergencies do **NOT** refer to events such as: social obligations (e.g., weddings, birthdays), computer/technology issues, or work requirements.

(2) Communicate (email/office hours) your issue as soon as possible: preferably before class. Delayed requests may not be considered.

(3) Provide acceptable documentation of the emergency (documents from a person or organization other than the student [e.g. medical professional]).

If the instructor determines all 3 criteria are satisfied, a make-up exam / assignment will be given at a date and time of the instructor's choosing.

Extra Credit

There may be extra credit opportunities for this course throughout the semester.

Right to Change Syllabus

Although I put considerable effort into the syllabus to balance your workload and ensure that the course flows, adjustments to the content, timeline, and due dates for assignments may be required during the semester. If this is necessary, some components of the syllabus may change. However, any such changes will be posted on Blackboard. The students are responsible for any such announced changes.

Video/Audio Recording and Course Material Reproduction

Materials for this course are considered property. **Notes, tapes, and written materials developed by or provided to the students may not be sold or given to other persons. You may not photograph, screen capture, video, or audio record course lectures, quizzes, or any other course material for any reason.**

Exposure to Sensitive Materials

Students in this class will be exposed to materials that may be uncomfortable. Students should look over the syllabus to determine whether this class will cause any discomfort that will inhibit the student's ability to complete readings or assignments. Discomfort due to a sensitive topic will not be an excuse for incomplete work.

Effective Electronic Communications:

It is important to share a word of caution, so we can become wiser about interpersonal distance learning communications. 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 that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us 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. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself). More information on Netiquette, the etiquette of Internet communication, can be found at www.albion.com/netiquette.

Technical Information and Support: The University of Texas at El Paso offers complete technical information and help desk support at: <http://issweb.utep.edu/techsupport/>.

Scholastic Integrity: Please refer to the UTEP's Policy outlined in the 2006-2008 Graduate Catalog, page 44.<http://www.utep.edu/catalogs/2006/2006-2008GRAD.pdf#index>.

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, 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. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students and the homepage of the Dean of Student Affairs may result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

Academic Dishonesty Statement: Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. 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 laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, 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. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Disabled Student Statement: In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Disabled Student Services. You may call 915.747.5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability. You also can visit the DSSO website at www.utep.edu/dsso or the DSSO office in Room 108 East Union Building.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and The Disabled Student Services Office at The University of Texas at El Paso.

A note about sexual misconduct:

What you should know about sexual misconduct: UTEP does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report complaints of potential sexual misconduct known to them to their campus Title IX Coordinator(s) to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those that need to know to ensure the University can respond and assist. Any student who believes that he or she may be experiencing sexual harassment or misconduct is encouraged to consult with or report such conduct immediately to the Title IX Coordinators. Contact information for UTEP's Title IX Coordinators can be found here:
<http://utep.edu/titleix/Title%20IX%20Coordinators%20.html>

UTEP Drop Policy:

If circumstances arise to where a student must drop this course, it is the student's responsibility to initiate the course drop. It is also the student's responsibility to determine how dropping courses may affect his or her financial aid. Students are limited to dropping no

more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

1. a) If a course is dropped within the first 2 weeks before the “official census date”:
 1. the course will not appear on the transcript and
 2. the course will not count toward the 6-course drop limit.
2. b) If a course is dropped after the official census data but before the “course drop date”:
 1. the student will receive a “W” in the course
 2. the drop will show on transcripts but will not lower GPA
 3. the drop will count toward the 6 class drop limit
3. c) If the course is dropped after the “course drop date” or if the student just stops coming/taking tests, etc.:
 1. UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript.
 2. the drop will count against the 6 class drop limit.
4. d) UTEP also allows instructors to administratively drop any student because of excessive

absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

5. e) If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. If a student withdraws completely from all classes, kindly notify me at: tedickinson@utep.edu. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Student Resources

- • 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.
- • University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

Dates	Topic	Reading
T, August 27	Welcome/Syllabus	
R, August 29	Pre-Test	
T, September 3	Who are At-Risk Youth?	
R, September 5	Adverse Childhood Experiences	Felitti, et al. (2019). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study Baglivio, M.T. & Epps, N. (2016) The Interrelatedness of Adverse Childhood Experiences Among High-Risk Juvenile Offenders
T, September 10	ACEs Continued	Fox et al. (2015). Trauma changes everything: Examining the relationship between adverse childhood experiences and serious, violent and chronic juvenile offenders. Muniz et al. (2019). The Effects of Adverse Childhood Experiences on Internalizing Versus Externalizing Outcomes.
R, September 12	Child Abuse	Duffy et al (2014) Child maltreatment and risk patterns among participants in a child abuse prevention program. Nemeroff (2016). Paradise lost: the neurobiological and clinical consequences of child abuse and neglect
T, September 17	Race and At-Risk Youth	Johnson (2015) Measuring the Influence of Juvenile Arrest on the Odds of Four-Year College Enrollment for Black Males: An NLSY Analysis Barrett, D. & Katsiyannis, A. (2015) Juvenile Delinquency Recidivism: Are Black and White Youth Vulnerable to the Same Risk Factors?
R, September 19	Gender and At-Risk Youth	Wong et al (2013) Sex and Age Differences in the Risk Threshold for Delinquency
T, September 24	Gender and At-Risk Youth	Barrett et al (2015) Females in the Juvenile Justice System: Influences on Delinquency Garwood et al (2015) More Than Poverty: The Effect of Child Abuse and Neglect on Teen Pregnancy Risk
R, September 26	Exam 1	
T, October 1	Homeless Youth	Snyder et al. (2016) Homeless Youth, Strain, and Justice Involvement: An Application of General Strain Theory

R, October 3	Runaway Youth	Holliday et al., (2016). Family Functioning and Predictors of Runaway Behavior Among At-Risk Youth. Jeanis et al., (2018). Revitalizing profiles of runaways: A latent class analysis of delinquent runaway youth
T, October 8	Missing and Exploited Youth	Fedina, et al., (2019). Risk factors for domestic child sex trafficking in the United State Landers et al (2017) Baseline Characteristics of Dependent Youth Who Have Been Commercially Sexually Exploited: Findings From a Specialized Treatment Program
R, October 10	Foster Care	Riebschleger et al., (2015). Foster care youth share stories of trauma before, during, and after placement: Youth voices for building trauma-informed systems of care. .
T, October 15	Exam 2	
R, October 17	At-Risk Youth in School	Haynie et al. (2001) Bullies, Victims, & Bully/Victims: Distinct Groups of At-Risk Youth
T, October 22	Truant Youth	Maynard (2012) Truant Youth Rocque et al., (2017). The importance of school attendance: Findings from the Cambridge study in delinquent development on the life-course effects of truancy
R, October 25	Youth and Substance Abuse	Ewing et al. (2015) Which Matters Most? Demographic, Neuropsychological, Personality, and Situational Factors in Long-Term Marijuana and Alcohol Trajectories for Justice-Involved Males
T, October 29	Youth in the CJ system	Cochran et al (2014) Does Inmate Behavior Affect Post-Release Offending? Investigating the Misconduct-Recidivism Relationship among Youth and Adults
R, October 31	Youth in the Texas CJ System	Gordon, S. A. (2016). Juvenile Justice Reform in Texas: The Context, Content & Consequences of Senate Bill 1630
T, November 5	Labeling Effects of the CJ system	Bernburg et al (2006) Official Labeling, Criminal Embeddedness, and Subsequent Delinquency: A Longitudinal Test of Labeling Theory
R, November 7	Exam 3	
T, November 12	Homicide	Khachatryan et al., (2018). Recidivism patterns among two types of juvenile homicide offenders: A 30-year follow-up study.
R, November 14	No Class	PAPER DUE
T, November 19	Risk Factors	Chapter 4: Early Risk Factors for Convicted Homicide Offenders and Homicide Arrestees

R, November 21	Predictors of Offending	Chapter 5: Prediction of Homicide Offenders Out of Violent Boys
T, November 26	Risk Factors for Victimization	Chapter 6: Early Risk Factors for Homicide Victims and Shooting Victims
R, November 28	No Class -Thanksgiving	
T, December 3	Parricide	Fegadel, A. R., & Heide, K. M. (2015). Double Parricide: An In-Depth Look at Two Victim Homicides Involving Parents as Victims
R, December 5	Post-Test/ Review for Final Exam	
December 10, 10-12:45	EXAM 4 - Final Day of Class	EXAM 4