

Professor: Dr. Egbert Zavala

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Office Hours: By Appointment

Office Location: Education Building, Room 111

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Course Overview:

The course will consider the subject of juvenile delinquency from various perspectives, including psychological and sociological. Particular attention will be paid to the role of family, the school, and the peer group in promoting delinquency. This course will provide students with the tools to analyze and evaluate juvenile justice policies and programs.

Required Textbook:

Larry J. Siegel and Brandon C. Welsh. (2017). *Juvenile Delinquency: The Core*. 6th Ed. Boston, MA: Cengage Learning.

Required Readings:

Additional readings will be listed on the syllabus.

Course Requirements:

There are certain requirements that will be necessary to pass this class. Students will be given 2 written exams (midterm and final), 14 weekly chapter quizzes, and 14 weekly article critiques during the semester.

Class Format:

This course is based on weekly modules that open each Monday morning at 12:30am and close the following Saturday at 11:59PM (Mountain Standard Time). If a student fail to submit any required work before the module closes they will receive a grade of zero (0) for that assignment—no exceptions!

As outlined in the syllabus below, each weekly module will focus on one chapter from our textbook. For each of these chapters, I will prepare a chapter outline that is intended to provide guidance and structure to students as they read the chapter. Students should read this outline before reading the chapter. Students are also encouraged to read the conclusions at the end of each chapter and to pay close attention to the “key terms” that are found in the textbook for each chapter.

All exams, quizzes, and assignments are “open book” and “open notes,” meaning that students can use any class materials they wish when completing these assignments. However, they cannot “collaborate” in any way with any person (whether they are a fellow student or not) when completing the assignments. Doing so constitutes cheating and will be dealt with per the policy on academic dishonesty specified in the syllabus.

Written Exams:

There will be 2 to 5 essay questions to which you will have to respond with a maximum of a 10 page answer. You are expected to use all resources you have at your disposal. Because this is an open-book exam, I am expecting more than just a regurgitation of material. As such, you should critically analyze the material and not just simply provide a review of it. Late exams will not be accepted and will be given the grade of zero (0).

Weekly Chapter Quizzes

There will be 14 chapter quizzes this semester. Each quiz will be comprised of 10 multiple choice questions based on assigned readings. Late quizzes will not be accepted and will be given the grade of zero (0)

Weekly Article Critiques

Students will be assigned additional readings and for each reading students must provide an article critique. An article critique requires a student to critically read a research article and reflect upon it. The main idea is to identify the strong and weak sides of the article and assess how well the author(s) interprets its sources. The main purpose of a good article critique is to bring up points that determine whether a reviewed article is either correct or incorrect.

Scholastic Integrity:

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 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. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, the submission for credit of any work or any materials that are attributable in whole or in part to another person, taking an examination for another person, an 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, and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, and other sanctions.

Accommodations and Support Services:

If a student needs an accommodation, then the Center for Accommodations and Support Services (CASS) 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 Center for Accommodations and Support Services.

Final Grade Calculation:

Your grade in this class will be determined based on the exams and other assignments given in class.

Midterm Exam		100 Points
Final Exam		100 Points
14 Weekly Chapter Quizzes	(10 Points each)	140 Points
14 Weekly Article Critiques	(10 Points each)	140 Points
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Total Points:		480 Points

Final Grade Distribution

480-432 Points=A
 431-384 Points=B
 383-336 Points=C
 335-288 Points=D
 287-0 Points=F

Please note:

I have right to make any changes to the course or syllabus and any changes will be announced ahead of time in class and/or email.

Important Reminders:

The quizzes are timed, meaning that once you begin the quiz you will have a limited amount of time to complete and submit your work. The quizzes will automatically close and submit at the end of the time limit if you have not already submitted it yourself. Do not wait until the last minute to begin quizzes. This way, if you do experience any difficulties with submissions, they can be corrected before the module closes.

Technology Issues:

I will not provide you with technical assistance. Rather, you should familiarize yourself with the assistance available to you whenever you have problems. You should also ensure that you have the appropriate hardware and software.

A Final Note:

1. I will provide you clear instructions on class expectations.
2. I will check my email and will answer back to you as soon as possible.
3. I will check Blackboard each business day and make any needed responses at that time.
4. I will provide graded feedback on your performance in a timely manner.

5. I will keep you informed about your graded progress in the class at all times and will make time to discuss your concerns when needed.
6. I am open to suggestions about improvement of the class and class related activities.
7. I will do all I can to ensure your learning and success in this class
8. If any changes in the course are to be implemented, I will ensure that the class is notified in a timely manner.
9. Read all postings on the bulletin board and all emails from me.
10. I strongly recommend that you check the course at least three times a week at minimum to keep up. Email messages are sent to your UTEP email address, so you will want to check your UTEP email several times a week, preferably each business day.
11. Online learning is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience.

Course Schedule**Week 1:** January 16-20

Chapter 1: Childhood and Delinquency

Required Additional Readings:

Bunch, J. M., Iratzoqui, A., & Watts, S. J. (2018). Child abuse, self-control, and delinquency: A general strain perspective. *Journal of Criminal Justice*, 56, 20-28.

Due: Chapter 1 Quiz and Weekly Article Critiques #1

Week 2: January 22-27

Chapter 2: The Nature and Extent of Delinquency

Required Additional Readings:

Myers, W., Turanovic, J. J., Lloyd, K. M., & Pratt, T. C. (2020). The victimization of LGBTQ students at school: A meta-analysis. *Journal of school violence*, 19(4), 421-432.

Due: Chapter 2 Quiz and Weekly Article Critiques #2

Week 3: January 29-February 3

Chapter 3: Individual Views of Delinquency: Choice and Trait

Required Additional Readings:

Navarro, J. N., & Jasinski, J. L. (2012). Going cyber: Using routine activities theory to predict cyberbullying experiences. *Sociological Spectrum*, 32(1), 81-94.

Due: Chapter 3 Quiz and Weekly Article Critiques #3

Week 4: February 5-10

Chapter 4: Sociological Views of Delinquency

Required Additional Readings:

Hay, C. (2003). Family strain, gender, and delinquency. *Sociological Perspectives*, 46(1), 107-135.

Due: Chapter 4 Quiz and Weekly Article Critiques #4

Week 5: February 12-17

Chapter 5: Developmental Views of Delinquency

Required Additional Readings:

Hay, C. (2001). Parenting, self-control, and delinquency: A test of self-control theory. *Criminology*, 39(3), 707-736.

Due: Chapter 5 Quiz and Weekly Article Critiques #5

Week 6: February 19-24

Chapter 6: Gender and Delinquency

Required Additional Readings:

Piquero, N. L., Gover, A. R., MacDonald, J. M., & Piquero, A. R. (2005). The influence of delinquent peers on delinquency: Does gender matter?. *Youth & Society*, 36(3), 251-275.

Due: Chapter 6 Quiz and Weekly Article Critiques #6

Week 7: February 26-March 2

Chapter 7: The Family and Delinquency

Required Additional Readings:

Miller, M. H., Esbensen, F. A., & Freng, A. (1999). Parental attachment, parental supervision and adolescent deviance in intact and non-intact families. *Journal of Crime and Justice*, 22(2), 1-29.

Due: Chapter 7 Quiz and Weekly Article Critiques #7

Week 8: March 4-9

Due: Midterm Exam

Week XX: March 11-16

Spring Break: No Class

Week 9: March 18-23

Chapter 8: Peers and Delinquency

Required Additional Readings:

Weerman, F. M., Bernasco, W., Bruinsma, G. J., & Pauwels, L. J. (2015). When is spending time with peers related to delinquency? The importance of where, what, and with whom. *Crime & Delinquency*, 61(10), 1386-1413.

Due: Chapter 8 Quiz and Weekly Article Critiques #8

Week 10: March 25-30

Chapter 9: Schools and Delinquency

Required Additional Readings:

Schreck, C. J., Miller, J. M., & Gibson, C. L. (2003). Trouble in the school yard: A study of the risk factors of victimization at school. *Crime & Delinquency*, 49(3), 460-484.

Due: Chapter 9 Quiz and Weekly Article Critiques #9

Week 11: April 1-6

Chapter 10: Drug Use and Delinquency

Required Additional Readings:

Jang, S. J., & Johnson, B. R. (2011). The effects of childhood exposure to drug users and religion on drug use in adolescence and young adulthood. *Youth & Society*, 43(4), 1220-1245.

Due: Chapter 10 Quiz and Weekly Article Critiques #10

Week 12: April 8-13

Chapter 11: Delinquency Prevention and Juvenile Justice Today

Required Additional Readings:

Taheri, S. A., & Welsh, B. C. (2016). After-school programs for delinquency prevention: A systematic review and meta-analysis. *Youth violence and juvenile justice*, 14(3), 272-290.

Due: Chapter 11 Quiz and Weekly Article Critiques #11

Week 13: April 15-20

Chapter 12: Police Work with Juveniles

Required Additional Readings:

Flexon, J. L., Greenleaf, R. G., Dariano, D. S., & Gibson, D. (2016). An examination of police stops and youths' attitudes toward police: Do interracial encounters matter?. *Journal of Ethnicity in Criminal Justice*, 14(1), 21-39.

Due: Chapter 12 Quiz and Weekly Article Critiques #12

Week 14: April 22-27

Chapter 13: Juvenile Court Process

Required Additional Readings:

Rodriguez, N. (2007). Juvenile court context and detention decisions: Reconsidering the role of race, ethnicity, and community characteristics in juvenile court processes. *Justice Quarterly*, 24(4), 629-656.

Due: Chapter 13 Quiz and Weekly Article Critiques #13

Week 15: April 29-May4

Chapter 14: Juvenile Corrections

Required Additional Readings:

Minor, K. I., Wells, J. B., Lambert, E. G., & Keller, P. (2014). Increasing morale: Personal and work environment antecedents of job morale among staff in juvenile corrections. *Criminal Justice and Behavior*, 41(11), 1308-1326.

Due: Chapter 14 Quiz and Weekly Article Critiques #14

Week 16: May 6-11

Due: Final Exam