

**University of Texas at El Paso**  
**Instructor's Course Requirements**  
**Fall 2023**

**I. Course Number and Instructor Information**

Course: CRIJ 3308 Juvenile Justice  
CRN: 10961  
Meets: Monday/Wednesday 12 p.m – 1:20 p.m.  
Classroom: Education Bldg. Room #112  
Semester: August 28, 2023 – December 4, 2023  
Instructor: Juan F. Campos  
Email: jfcampos3@utep.edu  
Office Hours: Mon/Wed 1:30 – 3 p.m & Tue/Thur 1p.m to 3 p.m., or by  
appointment.  
Prospect Hall, office number 207

\*\*\* Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me.\*\*\*

**II. Purpose of the Course**

- This course will help students understand the phenomenon of juvenile delinquency in the context of real communities and social policies, integrating the many social factors that shape juvenile delinquency and its control (including race, ethnicity, socioeconomic class, gender, and sexuality). Offering a thorough mix of traditional and cutting-edge theories, research, and practices, this course also helps students answer many of the difficult questions on juvenile delinquency that they will face in their careers and lives.

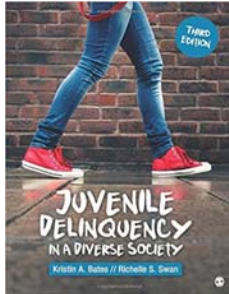
**III. Course Objectives**

After completion of the course, students will be able to:

- Understand juvenile delinquency in terms of race, class, and gender.
- Link theories of delinquency, not only to existing public policies but to existing community programs that focus on a critical response to juvenile delinquency and social control.
- Explore the diversity in your own community and what this means for juvenile delinquency and social control where you live.

## Text and Materials

- Required text:



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

## Course Requirements

### Point Value Summary:

Activity or Assignment	Point Value
Exam #1	100
Exam #2	100
Exam #3	100
Compare and Contrast Paper	80
Discussion Questions (6) -(10 points each)	60
Documentary Reflection Paper	30
Participation	30
<b>Total Points</b>	<b>500</b>

**\*All assignments and exams will be submitted via blackboard by respective due dates.**

## **IV. Evaluation Methods**

### **Exams**

Students will be given a total of (3) written examinations to measure their understanding of the course content. Examinations may consist of multiple choice questions, fill in the blank questions and/or short answer questions. Written exams are valued at **100 points each**. Exams must be taken on the date of the scheduled exam via blackboard. I will reschedule an exam only if you notify me in advance because of work (military) conflict (documentation), or if you were hospitalized for the entire week (doctor's note). Each exam is **worth 100 points, for a combined total of 300 points**.

### **Compare and Contrast Essay (80 points)**

Students are required to complete a compare and contrast essay. Assignment is worth **80** points.

Your essay is due by November 29th, 11:59 p.m. (See syllabus calendar). You will submit the essay via blackboard by attaching it as a Microsoft Word file. I will not accept any late papers. After the due date, the submission link will close. I encourage you to turn it in early. Do not email it to me, or submit it in any other manner as required.

In your essay, **compare and contrast** at least two criminological theories related to juvenile delinquency.

***The Juvenile Delinquency Phenomenon:*** One of the common policing problems with juvenile delinquency is the perceived lack of culpability. Society generally believes juveniles should be subject to similar punishments rendered in the adult system. Although there are many causes of juvenile delinquency, there are social environments that allow for delinquency to thrive. Criminological theories may explain this phenomenon.

**Assignment Guidelines:** The essay will be formatted and written in APA 6th Edition with a title page and reference page. All research and sources will be cited within the body of the paper with the appropriate use of in-text citations. The paper will be **no less than 1000 words** (not including title page and reference page) and have a minimum of 4 academic quality references. The grading rubric for this assignment may be viewed in the Compare and Contrast Essay submission link in Blackboard. Websites such as Wikipedia, blogs, and social networking forums (e.g., Facebook) are not to be used. Depending on your selected theories, they may be good places to start. However, there is nothing authoritative about

these websites and therefore should not be cited in an academic paper. Information obtained from official websites, such as state/federal governments or government agencies, is acceptable and may be used as sources sparingly. I have provided you with an APA formatted paper shell and a presentation on citing and references in your compare and contrast paper assignment link.

Review grading rubric provided by instructor for this assignment prior to submission. Late submissions will not be accepted and no credit will be given for submissions after due date.

### **Format Guidelines**

**Introduction:** where you explain your thesis or what your essay will discuss. Should include a thesis statement to show the reader what to expect for the rest of your essay.

**Body:** where you actually list the similarities and differences of your subjects; the largest section.

**Conclusion:** where you wrap up and summarize your points; provide recommendations, solutions, and which theory better explains the juvenile delinquency phenomenon.

### **Discussion Question (60 points)**

Students are required to answer (6) six chapter discussion questions selected by the instructor. Discussion questions will be taken directly from the end of chapter discussion questions in the Bates, K. A., & Swan, R. S. (2021) textbook. Students will submit the discussion question answers via blackboard. See syllabus calendar!

### **Discussion Question Guidelines**

Your discussion question answers must be at least 250 words in length. Always back up your answers with factual material from somewhere in the text by using a cite and page number. For example, when defining delinquency, it is fine to have an opinion, but you need to tie it to the section in the textbook that discusses the definition of delinquency (e.g., Bates, K. A., & Swan, R. S., 2021, p. 5)

### **Documentary Reflection Paper (30 points)**

Students are required to complete a documentary reflection paper. Assignment is worth **30** points. Documentary can be viewed in the Documentary Reflection Paper link in blackboard.

You will submit the paper via blackboard by attaching it as a Microsoft Word file. The paper will be **no less than 500 words** (not including title page and reference page). You are only required to cite the documentary. Your paper is due by November 1st, 11:59 p.m. (See syllabus calendar). You will submit the essay via blackboard by attaching it as a Microsoft Word file. I will not accept any late papers. After the due date, the submission link will close. I encourage you to turn it in early. Do not email it to me, or submit it in any other manner as required.

### **Format Guidelines**

**Introduction:** where you give a brief and accurate summary of the documentary in the opening statements of the paper. You should include basic information about the piece, including its title, producer, characters, and date of screening among other key elements.

**Evaluate the Documentary:** where you present a comprehensive evaluation of the documentary. This section highlights the body paragraphs and should clearly indicate that you have watched and understood the context of the film. Every paragraph should properly establish and explain your position or response to the documentary, backed with evidence and examples. Devote every paragraph to a particular idea and a few related evidences. Your stance can be supportive or opposed to the view of the producer of the film. However, it has to be well discussed in a way that readers can read and understand even without watching the documentary. This should make up the bulk of the paper!

**Conclusion:** where you wrap up and summarize your position on the documentary.

### **Participation/Attendance (30 points)**

Students are expected to attend class with the required textbook. They should also have note taking materials available. Students are required to read the scheduled chapters in advance in order to participate in classroom discussion. An advantage of the in-person experience (as opposed to an online course) is the ability for students to hear about the material, ask questions, discuss your thoughts, and clarify any areas of confusion you might have. As such, regular attendance is strongly recommended; missing classes may/shall result in participation point deduction.

Students are allowed **one (1)** absence without penalty. **One (1)** point deduction will be assessed for every class missed after the one allowed absence. Attendance verification will begin September 6, 2023.

**Total possible participation points 30.**

## Extra Credit

There will be no extra credit offered in this course. I encourage quality, not quantity, so please do not ask.

## V. Grading Scale

Points	Letter Grade
450-500	A
400-449	B
350-399	C
300-349	D
0-299	F

**The University Writing Center:** The University Writing Center is located in Library, Room 227. The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC's website ([uwc.utep.edu](http://uwc.utep.edu)). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. They are open M-Th 9:00-5:00 p.m., Fr 9:00-2:00 p.m., and Sundays 12:00 -5:00 p.m. Appointments are recommended well before the deadline, but they will take walk-ins. Visit the UWC's website to learn more about the services they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

<http://uwc.utep.edu/>

## VI. Instructor's Policies

### Withdrawal Procedures

It is the student's sole responsibility to withdraw from the course. I will award an "F" for those who do not attend, nor drop the course. See the school catalog for policies and procedures.

## **Academic Honesty**

Academic dishonesty will not be tolerated. Students should beware of the UTEP Handbook of Operating Procedures. Academic dishonesty may include, but is not limited to cheating on a test, plagiarism, making false statements and collusion.

"Plagiarism" is defined as the appropriating, buying, receiving as a gift, or obtaining by any means another work and the unacknowledged submission or incorporation of it in one's own written work. This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.

"Collusion" is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

"Cheating on a test" shall include:

- a. Copying from another student's test paper.
- b. Using test materials not authorized by the teacher.
- c. Collaborating with or seeking aid from another student during a test.
- d. Knowingly using, buying, selling, stealing, or soliciting, in whole in part, the contents of an unadministered test.
- e. Bribing another person to obtain an unadministered test.

Turning in someone else's work as your own constitutes academic dishonesty. A grade of zero (0) will be assigned on any assignment/test found to be obtained under any of the items listed above in numbers 1-5.

## **Student Accommodations Statements**

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 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 (CASS) <http://sa.utep.edu/cass/>. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you may have as a UTEP student with a disability.

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

## **UTEP Drop Policy**

If unforeseen circumstances happen where a drop is necessary, *students* are responsible for initiating any course drop. It is the student's responsibility to

determine how dropping courses may affect 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. Students who drop a course *before the “official census date,”* the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.
2. Dropping a course *after the official census date, but before the “course drop date”* will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, this type of drop counts against your 6 drop limit.
3. If the course is dropped *after the “course drop date”* or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.
4. 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. 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. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

## **VII. Technical Assistance**

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

## **VIII. Classroom Calendar**



Week / Date	Topic and/or Discussion	Readings/Assignments/Exams
1/Aug. 28 1/Aug. 30	Introduction to Course and syllabus review Ch. 1: Thinking About Juvenile Delinquency in a Diverse Society	Syllabus Review Readings
2/Sep 4 2/Sep 6	<b>No Class – Labor Day</b> Ch. 2: The Creation of Delinquency	Readings
3/Sep 11 3/Sep 13	Ch. 3: Understanding Delinquency: Data, Correlates, and Trends	Readings
4/Sep 18 4/Sep 20	Ch. 4: Micro-Level Theories Ch. 5: Macro-Level Theories	Readings
5/Sep 25 5/Sep 27	Overview <b>Exam #1</b>	<b>Exam # 1 (Chapters 1-5) Sep 27 via blackboard by 11:59 p.m</b>
6/Oct 2 6/Oct 4	Ch. 6: Critical Theories	Readings <b>Discussion Question #1 Pg. 159 (Discussion 2) Due Oct 4 via blackboard</b>
7/Oct 9 7/Oct 11	Ch. 7: Families in Context	Readings
8/Oct 16 8/Oct 18	Ch. 8: Schools in Context	Readings
9/Oct 23 9/Oct 25	Ch. 9: Peers and Gangs in Context	Readings <b>Discussion Question #2 Pg. 246 (Discussion 3) Due Oct 25 via blackboard</b>
10/Oct 30 10/Nov 1	Ch. 10: Drugs in Context	Readings <b>Documentary Reflection Paper Due Nov 1 via blackboard by 11:59 p.m</b>
11/Nov 6 11/Nov 8	Overview <b>Exam #2</b>	<b>Exam #2 (Chapters 6-10) Due Nov 8 via blackboard by 11:59 p.m</b>

12/Nov 13 12/Nov 15	Ch. 11: Why a Separate Juvenile Justice System	Readings <b>Discussion Question #4</b> <b>Pg. 303 (Discussion 3)</b> <b>Due Nov 15 via blackboard</b>
13/Nov 20 13/Nov 22	Ch. 12: Policing and Juveniles	Readings <b>Discussion Question 5</b> <b>Pg. 322 (Discussion 1)</b> <b>Due Nov 22 via blackboard</b>
14/Nov 27 14/Nov 29	Ch. 13: The Process of the Juvenile Court Ch. 14: Juvenile Corrections	Readings <b>Compare and Contrast Essay</b> <b>Due Nov 29 via blackboard</b> <b>by 11:59 p.m</b>
15/Dec 4 15/Dec 6	Ch. 15: Preventative, Rehabilitative, and Restorative Approaches to Delinquency	Readings <b>Discussion Question 6</b> <b>Pg. 400 (Discussion 4)</b> <b>Due Dec 6 via blackboard</b>
16/Dec 15	<b>Exam #3</b>	<b>Exam #3 (Chapters 11-15)</b> <b>Due by 11:59 p.m via</b> <b>blackboard</b>

**Calendar is subject to change.**