

University of Texas at El Paso
Instructor's Course Requirements
Spring 2024

I. Course Number and Instructor Information

Course: CRIJ 3308 Juvenile Justice
CRN: 23624
Meets: Tuesday/Thursday 9 a.m – 10:20 a.m.
Classroom: Psychology Bldg. Room #307
Semester: January 16, 2024 – May 2, 2024
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: Mon/Wed 1:30 – 3 p.m & Tue/Thur 11 a.m to 1 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.

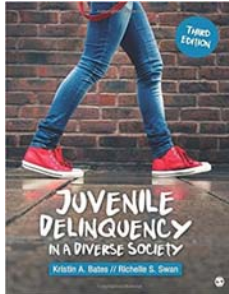
III. Course Objectives

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
Total Points	500

***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 April 25th, 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 1200 words** (not including title page and reference page) and have a minimum of 6 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!

Late submissions will not be accepted and no credit will be given for submissions after due date.

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 700 words** (not including title page and reference page). You are only required to cite the documentary. Your paper is due by March 21st, 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.

Late submissions will not be accepted and no credit will be given for submissions after due date.

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. **Three (3)** point deduction (Ten (10) absences will result in no overall participation points) will be assessed

for every class missed after the one allowed absence. Attendance verification (recorded) will begin January 23, 2024.

Any ongoing issue(s) that may preclude a student from attending and participating in class may merit an excused absence, and should be discussed with the professor in a timely manner, not toward the end of the semester. An excused absence will be granted at the discretion of the professor.

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). 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 sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, 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/>. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

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/Jan. 16 1/Jan. 18	Introduction to Course and syllabus review Ch. 1: Thinking About Juvenile Delinquency in a Diverse Society	Syllabus Review Readings
2/Jan 23 2/Jan 25	Ch. 2: The Creation of Delinquency	Readings
3/Jan 30 3/Feb 1	Ch. 3: Understanding Delinquency: Data, Correlates, and Trends	Readings
4/Feb 6 4/Feb 8	Ch. 4: Micro-Level Theories Ch. 5: Macro-Level Theories	Readings
5/Feb 13 5/Feb 15	Overview Exam #1	Exam # 1 (Chapters 1-5) (Due Feb 15 by 11:59 p.m via blackboard)
6/Feb 20 6/Feb 22	Ch. 6: Critical Theories	Readings Discussion Question #1 Pg. 159 (Discussion 2) (Due Feb 22 by 11:59 p.m via blackboard)
7/Feb 27 7/Feb 29	Ch. 7: Families in Context	Readings
8/Mar 5 8/Mar 7	Ch. 8: Schools in Context Ch. 9: Peers and Gangs in Context	Readings Discussion Question #2 Pg. 246 (Discussion 3) (Due Mar 7 by 11:59 p.m via blackboard) Discussion Question #3 Pg. 220 (Discussion 3) (Due Mar 7 by 11:59 p.m via blackboard)
9/Mar 12 9/Mar 14	Spring Break - No Class	No Class
10/Mar 19 10/Mar 21	Ch. 10: Drugs in Context	Readings Documentary Reflection Paper (Due Mar 21 by 11:59 p.m via blackboard))

11/Mar 26 11/Mar 28	Overview Exam #2	Exam #2 (Chapters 6-10) (Due Mar 28 by 11:59 p.m via blackboard)
12/Apr 2 12/Apr 4	Ch. 11: Why a Separate Juvenile Justice System	Readings Discussion Question #4 Pg. 303 (Discussion 3) (Due Apr 4 by 11:59 p.m via blackboard)
13/Apr 9 13/Apr 11	Ch. 12: Policing and Juveniles	Readings Discussion Question 5 Pg. 322 (Discussion 1) (Due Apr 11 by 11:59 p.m via blackboard)
14/Apr 16 14/Apr 18	Ch. 13: The Process of the Juvenile Court	Readings Discussion Question 6 Pg. 346 (Discussion 2) (Due Apr 18 by 11:59 p.m via blackboard)
15/Apr 23 15/Apr 25	Ch. 14: Juvenile Corrections	Readings Compare/Contrast Paper (Due Apr 25 by 11:59 p.m via blackboard)
16/Apr 30 16/May 2	Ch. 15: Preventative, Rehabilitative, and Restorative Approaches to Delinquency	
17/May 9	Exam #3 (Final)	Exam #3 (Chapters 11-15) (Due May 9 by 11:59 p.m via blackboard)

