

SUL ROSS STATE UNIVERSITY
DEPARTMENT OF HOMELAND SECURITY AND CRIMINAL JUSTICE
CJ-4313: Juvenile Delinquency

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Office Hours: Monday and Wednesday (9:00AM – 11:00AM AND 1:00PM – 3:00PM)
Tuesday and Thursday (10:00AM – 11:00AM)
If you need to speak to me at any other time, send me an email with your phone number and time you can talk, and I will call you.

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Criminal Justice Undergraduate Program Learning Objectives (PLOs)

PLO 1 Demonstrate knowledge of specific areas of the U.S. Constitution as it relates to specific legal liabilities of criminal justice professionals. The ability to identify, assess, and compare Constitutional protections and individual rights and recognize violations of those Rights. Workable knowledge of the most significant legal challenges to criminal justice policy and the resulting changes to those policies.

PLO 2 Demonstrate knowledge of Criminological theories, and apply those theories to practical criminal justice events. The ability to identifying a prominent criminological theory within an actual criminal event or simulated criminal event. The ability to compare and contrast the basic concepts of the differing competing Criminological Theories.

PLO 3 Working knowledge of the specific language of the Criminal Justice and the ability to identify the individual parts of the CJ System. An awareness of the costs associated with the Criminal Justice System, and the ability to recognize and be aware of political influence on the system. The ability to apply historical knowledge of the CJ system and recognize patterns of system change.

Course Description: This course will focus on the nature and extent of delinquent behavior, theories of delinquency and their implications for intervention, and the cultural and social factors related to delinquency.

Platform: This course will be contained within the Blackboard format and will not meet in person during the term. Students are expected to log in regularly to complete assignments. Students should familiarize themselves with all of the sections of blackboard available for this course. Assignments and tests will be listed under the

appropriate subheading. Students will also need to become familiar with the discussion board for completing some of this work.

As this is a senior-level course, students will be expected to be self motivated, and work independently. Standards for upper level undergraduate courses are higher than those for other undergraduate work – students will engage in more research, reading, and writing. Any computer glitches must be reported PRIOR to the due date and time to both the Help Desk and the professor or the student will not receive credit on the affected work.

Technical problems can be reported to me - through e-mail is usually the best idea, and/or to the Help Desk at 432-837-8888 locally, 8888 from on campus or 1-888-837-2882 from out of area. You can also log into the LTAC system and create a ticket by going to <https://techassist.sulross.edu/> If you report an issue through the Help Desk or create a ticket by logging into the system, you should send me an email with a description of your issue and the ticket number so I can help ensure that technical issues are addressed and do not negatively affect your grades. If you do not promptly report your technical problems, you will not get credit for any work affected by the problem.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Cheating and Plagiarism: Students are expected to do their own work on all tests and papers. Cheating on tests and plagiarism on assignments will result in a grade of "F" on that part of the course, a possible grade of "F" for the entire course, and possible recommendation for suspension from the university.

Plagiarism consists of presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting examinations or other work in whole or in part as one's own when such work has been prepared by another person or copied from another person (see the Student Handbook).

Important!

See your instructor promptly if you are having problems with your course work or are in need of special assistance.

Qualified students with disabilities needing academic or other accommodations to ensure full participation in the programs, services and activities at Sul Ross State University should contact Grace Duffy in the Accessibility Services Office, Ferguson Hall 112, Box C-122, (432) 837-8203.

Cheating and Plagiarism:

“Plagiarism is an academic crime. It is punishable by academic death.”

– Texas Ranger Roland Sharp in *Man of the House* (2005)

What's Plagiarism?

Plagiarism involves using the work of another person and presenting it as one's own. Any of the following acts constitutes plagiarism unless the source of each quotation or piece of borrowed material is clearly acknowledged:

- (a) copying out part (s) of any document or audiovisual material (including computer based material);
- (b) using or extracting another person's concepts, experimental results, or conclusions;
- (c) summarizing another person's work;
- (d) in an assignment where there was collaborative preparatory work, submitting substantially the same final version of any material as another student.

Assisting another person to commit plagiarism may attract the same penalties which apply to plagiarism.

The Dangers of Plagiarism and How to Avoid It:

The integrity of learning and scholarship depends on a code of conduct governing good practice and acceptable academic behavior. One of the most important elements of good practice involves acknowledging carefully the people whose ideas we have used, borrowed, or developed. All students and scholars are bound by these rules because all scholarly work depends in one way or another on the work of others.

Therefore, there is nothing wrong in a student using the work of others as a basis for their own work, nor is it evidence of inadequacy on the student's part, provided they do not attempt to pass off someone else's work as their own.

To maintain good academic practice, so that a student may be given credit for the student's own efforts, and so that their own contribution can be properly appreciated and evaluated, the student should acknowledge the sources used and should ALWAYS:

- i) state clearly in the appropriate form where they found the material on which they have based their work, using the system of reference specified by the school in which their assignment was set;
- ii) acknowledge the people whose concepts, experiments, or results they have extracted, developed, or summarized, even if they put these ideas into their own words;
- iii) avoid excessive copying of passages by another author, even where the source is acknowledged. Find another form of words to show that the student has thought about the material and understood it, but stating clearly where they found the ideas.

If a student uses the work of another person without clearly stating or acknowledging their source, the result is falsely claiming that material as their own work and committing an act of PLAGIARISM. This is a very serious violation of good practice and an offense for which a student will be penalized.

A STUDENT WILL BE GUILTY OF PLAGIARISM if the student does any of the following in an assignment, or in any piece of work which is to be assessed, without clearly acknowledging the source(s) for each quotation or piece of borrowed material:

- (a) copy out part(s) of any document or audio-visual material, including computer-based material;
- (b) use or extract someone else's concepts or experimental results or conclusions, even if they put them in their own words;
- (c) copy out or take ideas from the work of another student, even if they put the borrowed material in their own words;
- (d) submit substantially the same final version of any material as a fellow student. On occasions, a student may be encouraged to prepare their work with someone else, but the final form of the assignment must be their own independent endeavor.

Opportunities and temptations for plagiarism have increased with the spread of internet access. Plagiarism is a serious threat to the teaching and accreditation process, and seriously undermines the collegial and ethical principles which underpin the work of a university.

There are some actions that can almost unquestionably be labeled plagiarism. Some of these include buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web); hiring someone to write your paper for you; and copying large sections of text from a source without quotation marks or proper citation.

But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone's ideas without citing their spoken or written work. Sometimes teachers suspecting students of plagiarism will consider the students' intent, and whether it appeared the student was deliberately trying to make ideas of others appear to be his or her own.

However, other teachers and administrators may not distinguish between deliberate and accidental plagiarism. So let's look at some strategies for avoiding even suspicion of plagiarism in the first place

When Do We Give Credit?

The key to avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied. Many professional organizations, including the Modern Language Association and the American Psychological Association, have lengthy guidelines for citing sources.

However, students are often so busy trying to learn the rules of MLA format and style or APA format and style that they sometimes forget exactly what needs to be credited. Here, then, is a brief list of what needs to be credited or documented:

- * Words or ideas presented in a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium
- * Information you gain through interviewing or conversing with another person, face to face, over the phone, or in writing
- * When you copy the exact words or a unique phrase
- * When you reprint any diagrams, illustrations, charts, pictures, or other visual materials
- * When you reuse or repost any electronically-available media, including images, audio, video, or other media

Bottom line, document any words, ideas, or other productions that originate somewhere outside of you.

There are, of course, certain things that do not need documentation or credit, including:

- * Writing your own lived experiences, your own observations and insights, your own thoughts, and your own conclusions about a subject
- * When you are writing up your own results obtained through lab or field experiments
- * When you use your own artwork, digital photographs, video, audio, etc.
- * When you are using "common knowledge," things like folklore, common sense observations, myths, urban legends, and historical events (but not historical documents)
- * When you are using generally-accepted facts, e.g., pollution is bad for the environment, including facts that are accepted within particular discourse communities, e.g., in the field of composition studies, "writing is a process" is a generally-accepted fact.

Deciding if Something is "Common Knowledge"

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you're presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.

Source: The OWL at Purdue, Retrieved September 21, 2009, from <http://owl.english.purdue.edu/owl/resource/589/02/>

Important: Anyone needing any assistance with any aspect of the course should contact the professor immediately.

COURSE REQUIREMENTS

Requirements: Final grades for this course will be based on your performance on the following items: 3 non-cumulative Exams (20% each) and Discussion Questions (40%).

Tests: The exams for this course will consist of multiple choice questions. There will be no make-ups or extensions for these exams. Material covered in each exam is listed in the Course Schedule.

Discussion Questions: Each week there will be 1-2 discussion questions posted on the discussion board of Blackboard. For the purposes of this section, the week begins on Monday morning at 6:00AM and ends on Friday evening at 11:59PM, Central Time. Questions will appear in Blackboard each Monday morning.

Students are expected to post their response to the discussion question(s) **NO LATER THAN** Friday at 11:59PM Central Time of each week. Late responses will **NOT** be accepted, and the Blackboard system time will be the official time for this purpose. Discussion question responses must be at least 300 words in length. **Each discussion question is worth 2% of your overall grade.**

Course Schedule

Week 1 (18 – 23 January): Introductions & Adolescence and Delinquency

Discussion Questions: Discussion Questions 1 and 2

Assigned Reading: Textbook Chapter 1 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 2 (25 – 30 January): Measurement of Delinquency

Discussion Question: Discussion Question 3

Assigned Reading: Textbook Chapter 2 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 3 (1 – 6 February): Causes of Delinquency

Discussion Question: Discussion Questions 4 and 5

Assigned Reading: Textbook Chapter 3 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 4 (8 – 13 February): Theories of Delinquency (Part 1)

Discussion Question: Discussion Question 6

Assigned Reading: Textbook Chapter 4 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 5 (15 – 20 February): Theories of Delinquency (Part 2)

Discussion Question: Discussion Question 7

Assigned Reading: Textbook Chapter 5 & Related PowerPoint (in CONTENT Section of the Courseroom)

Assessment: The first exam will open on February 17th at 6:00am and close at 11:59pm on February 19th. This exam covers chapters 1 – 5. The exam will consist of approximately 50 multiple choice questions, and you will have 2 1/2 hours to complete the exam. You will have one attempt at the exam.

Week 6 (22 – 27 February): Gender Differences

Discussion Question: Discussion Questions 8 and 9

Assigned Reading: Textbook Chapter 6 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 7 (29 February – 5 March): Family Issues

Discussion Question: Discussion Question 10

Assigned Reading: Textbook Chapter 7 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 8 (7 – 12 March): School Issues

Discussion Question: Discussion Question 11

Assigned Reading: Textbook Chapter 8 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 9 (14 – 19 March): SPRING BREAK

Week 10 (21 – 26 March): Gangs

Discussion Question: Discussion Questions 12 and 13

Assigned Reading: Textbook Chapter 9 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 11 (28 March – 2 April): Drugs

Discussion Question: Discussion Question 14

Assigned Reading: Textbook Chapter 10 & Related PowerPoint (in CONTENT Section of the Courseroom)

Assessment: The second exam will open on March 25rd at 6:00am and close at 11:59pm April 1st. This exam covers chapters 6 – 10. The exam will consist of approximately 50 multiple choice questions, and you will have 2 1/2 hours to complete the exam. You will have one attempt at the exam.

Week 12 (4 – 9 April): Juvenile Justice

Discussion Question: Discussion Question 15

Assigned Reading: Textbook Chapter 11 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 13 (11 – 16 April): Police and Juveniles

Discussion Question: Discussion Question 16 and 17

Assigned Reading: Textbook Chapter 12 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 14 (18 – 23 April): The Juvenile Court System

Discussion Question: Discussion Question 18 and 19

Assigned Reading: Textbook Chapter 13 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 15 (25 – 30 April): Juvenile Correctons

Discussion Question: Discussion Question 20

Assigned Reading: Textbook Chapter 14 & Related PowerPoint (in CONTENT Section of the Courseroom)

Week 16 (2 – 7 May): Exam

Assessment: The third exam will open on May 4th at 6:00am and close at 11:59pm on May 6th. This exam covers chapters 11 – 14. The exam will consist of approximately 50 multiple choice questions, and you will have 2 1/2 hours to complete the exam. You will have one attempt at the exam.