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| <b>JUVENILE DELINQUENCY</b><br><b>(2026_SUMM_CJ_5317_Juvenile Delinquency</b><br><b>2W1_31211_Juvenile Delinquency)</b><br><b>Start Date:</b> 05/27/2026 <b>End Date:</b> 07/02/2026<br><b>Class Meet:</b> Asynchronous Online | <b>Assistant Professor Ercan BALCIOGLU</b><br><b>Office hours:</b> By Appointment (Contact me via Blackboard Message. I am responding to your Blackboard message daily.) |
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## SYLLABUS

### COURSE MATERIALS

*The following course materials are required*

1. Mallett, Christopher, A. and Miyuki Fukushima Tedor. (2025). *Juvenile Delinquency*. (2nd Edition). SAGE Publications, Inc. (US).
2. American Psychological Association. (October 2019). *Publication Manual of the American Psychological Association* (7th ed.). Retrieved from <https://apastyle.apa.org/products/publicationmanual-7th-edition-spiral>

Additional resources, including supplementary readings, videos, and other materials, will be made available on Blackboard throughout the semester.

### COURSE DESCRIPTION

This study will explore juvenile delinquency in the United States, focusing on its nature and extent. We will analyze historical approaches, as well as sociological and criminological theories and research. Additionally, we will examine the social contexts, including the roles of families, schools, and peers, and the societal responses to juvenile delinquency. Our investigation will extend to the prevention, punishment, and treatment programs, both within and outside the juvenile justice and criminal justice systems. In alignment with socially relevant and policy-oriented perspectives, we will discuss the significance of the court and correctional systems and their impact on contemporary youth.

### COURSE OBJECTIVES

Upon successful completion of this course, students will be able to:

**CO 1** — Identify and analyze the major sociological and criminological theories that explain the causes, nature, and extent of juvenile delinquency in the United States.

**CO 2** — Examine the historical development of the juvenile justice system in the United States and evaluate how past approaches have shaped contemporary policies and practices.

**CO 3** — Analyze the social contexts that contribute to juvenile delinquency, including the roles of family structure, school environments, peer influences, and community factors.

**CO 4** — Describe and differentiate the various types of juvenile crime and delinquency, including their prevalence, patterns, and demographic characteristics across the United States.

**CO 5** — Evaluate the structure and function of the juvenile justice and criminal justice systems, including the roles of law enforcement, the courts, and correctional institutions in responding to juvenile offending.

**CO 6** — Assess the effectiveness of prevention, intervention, punishment, and treatment programs designed to address juvenile delinquency, both within and outside formal justice systems.

**CO 7** — Apply research literature and evidence-based findings to critically evaluate treatment outcomes and policy responses related to juvenile delinquency.

**CO 8** — Examine the societal and policy implications of juvenile delinquency, including the impact of court decisions and correctional systems on contemporary youth and communities.

## **STUDENT LEARNING OUTCOMES**

Students who successfully master course content will: 1. Understand the basic theories that explain juvenile delinquency. 2. Understand juvenile delinquency as it interrelates with other systems including the family, the school and the courts. 3. Demonstrate a basic understanding of types of juvenile crime and delinquency in the U.S. 4. Identify factors that potentially cause juvenile delinquency and understand basic treatment options regarding juvenile delinquency. 5. Provide students with an introduction to the research literature concerning juvenile delinquency and treatment outcomes.

## **SRSU LIBRARY SERVICES**

The Sul Ross Library provides free resources and services for the entire SRSU community, including books, articles, and online databases accessible at [www.library.sulross.edu](http://www.library.sulross.edu). Off-campus access requires your LoboID and password. Librarians are available for assistance via email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), phone (432-837-8123), or in person.

Logging into your Sul Ross Blackboard account connects you directly to the library webpage, where you can explore online databases and access articles on the reading list.

Please note, the syllabus is subject to updates. Regularly check course announcements for changes. The instructor reserves the right to modify the syllabus as necessary.

## **SRSU Distance Education Statement**

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Distance education students have full access to academic resources, including library services, online databases, and technology support. Visit the SRSU website for details.

Students must use their Sul Ross email and submit assignments via Blackboard, which requires secure login. All students are expected to follow academic honesty and conduct policies outlined in the student handbook. Web-based course participants must maintain the necessary equipment and software as specified on the SRSU website. Instructions for filing complaints are also available in the student handbook.

## **MARKETABLE SKILLS:**

This course is designed also to help the students build various marketable skills to use in their careers Criminal Justice-related professions. Specifically, in this course, the following marketable skills, which are some of the most important skills for such careers, will be emphasized during this course:

**MS 1-** Written Communication Skills

**MS 2-** Critical Thinking and Observation

**MS 3-** Multicultural Understanding.

**MS 4-** Accessing Resources with Crime Data and the most current updates of legal codes and procedures.

**MS 5-** Teamwork and Working Collaboratively

**MS 6-** Analyzing Factors Contributing to Crime

## **Technology Requirements**

This course requires frequent use of **Blackboard**. Students must check it regularly for announcements, assignments, grades, and course materials. Key Blackboard tools include email, course documents, discussion boards, grade center, SafeAssign, and external links.

#### **Basic Computer Skills Needed:**

- Sending/receiving email with attachments
- Browsing the internet and downloading files
- Using word processing software (e.g., MS Word)

#### **Required Technology:**

- A reliable computer with stable internet access
- A current web browser capable of streaming content and downloading materials
- Access to Blackboard using your **LoboID and password**

For assistance, tutorials are available on the Blackboard support page.

#### **Participation Policy**

This is a fully online course with no class meetings scheduled. However, active participation is expected. To start, please complete the non-graded **“Introduction” post** to introduce yourself to your classmates and your professor.

Students are expected to:

- **Log into Blackboard regularly** to check announcements, assignments, and deadlines
- **Complete all assignments and exams online** by their posted due dates
- **Contact the instructor via email** with any questions about course materials, assignments, or exams.

Consistent engagement is key to success in this course.

#### **Attendance Policy**

Although this is a fully online course, student engagement and participation are still mandatory. The University’s attendance policy applies to all distance learning courses. A student may be dropped with an **“F” grade** for excessive non-participation—defined as **more than 3 weeks of inactivity** in a long semester, **1 week in a summer session**, or **3 days in a midwinter session**.

#### **Inactivity includes:**

- Not logging into Blackboard
- Not submitting assignments
- Not participating in required activities
- Not communicating with the instructor
- Not following the participation guidelines in the syllabus

Students must respect academic integrity and copyright laws. All submitted work must be their own unless group work is specifically assigned. Additionally, students accessing the course from a remote site are expected to treat the host campus, its facilities, and staff with professionalism and care.

Students are required to check their **SRSU email accounts regularly**, as all official communications—including those sent via Blackboard—will be directed there.

#### **Late Assignment Submission Policy**

All coursework and assignments must be submitted **by the stated deadlines**. Late work is generally **not accepted**, as students are informed of all due dates at the beginning of the term and are expected to plan accordingly.

Exceptions will only be made in cases of **documented and university-recognized excuses**. If a student misses an assignment or exam, they must promptly provide a valid explanation and supporting documentation.

Students are strongly encouraged to review the syllabus regularly and stay informed of all deadlines throughout the semester.

## Academic Integrity

Students are expected to uphold the highest standards of academic honesty as outlined in the **Sul Ross Student Code of Conduct**. Any form of academic dishonesty—including **cheating, plagiarism, collusion, fabrication, or falsification of records**—will not be tolerated and will be addressed in accordance with university policies.

### Definitions:

- **Cheating:** Using unauthorized materials or assistance during exams, altering academic records, or obtaining answers through dishonest means.
- **Plagiarism:** Submitting another's work, ideas, or words as your own without proper citation.
- **Collusion:** Assisting or being complicit in another student's academic dishonesty.

Using tools like **ChatGPT or other AI generators** is prohibited unless explicitly permitted for a specific assignment. Violations may result in penalties ranging from a failing grade on an assignment to failure of the course and may lead to further disciplinary action.

Maintaining academic integrity protects both the value of your education and the credibility of the university.

## APA Style

This course will use the American Psychological Association (APA) Seventh Edition formatting and style guide for all written assignments. If you have any questions or concerns regarding the use of APA a few resources have been provided below. Please note that all external sources must be appropriately cited. A failure to do so constitutes plagiarism and is a violation the course academic honesty standards. Beside numerous online sources you can also visit the following link for help with APA [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

## Student Support Services

Sul Ross State University offers various programs to help students succeed, including advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of services, visit Student Support Services at <https://www.sulross.edu/section/311/student-support-services>. For more information, contact SSS at (432) 837-9118 or visit Ferguson Hall, Room 105.

**Counseling Services:** Sul Ross students have access to nine free counseling sessions through TimelyCare. For 24/7 support, visit TimelyCare/SRSU. In-person counseling is also available in Ferguson Hall, Room 112 (Alpine campus), and via telehealth for remote and RGC students.

## Students with Special Needs - Americans with Disabilities Act as Amended (ADAAA)

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). The office is located on the first floor of Ferguson Hall # 112, and the mailing address is P.O. Box C-122, SRSU, Alpine. Texas, 79832.

## Departmental Undergraduate Program Marketable Skills

*(Aligned with Texas Higher Education Coordinating Board – 60x30TX Plan)*

The 60x30TX initiative aims for 60% of Texans aged 25–34 to hold a degree or credential by 2030. One key component of this goal is that all graduates from public institutions in Texas will complete academic programs with clearly defined marketable skills—competencies valued by employers that support career readiness and lifelong employability.

Marketable skills include both technical and soft skills—often referred to as “employability” or “transferable” skills—developed through coursework, research, internships, and co-curricular activities. Graduates of the Homeland Security and Criminal Justice Undergraduate Programs at Sul Ross State University will demonstrate the following marketable skills:

1. Effective Verbal and Written Communication
2. Data Literacy and Quantitative Analysis Skills
3. Critical Thinking and Observational Abilities
4. Teamwork and Collaborative Work Practices
5. Cultural Competency and Multicultural Understanding
6. Analytical Skills in Crime Causation and Prevention
7. Knowledge of Legal Codes, Procedures, and Public Safety Protocols

These skills prepare students for diverse roles in law enforcement, homeland security, public service, and justice-related professions.

### Other Course Expectations

- This is an upper-level college course, and students are expected to produce work that reflects that level of academic rigor. This includes the use of proper APA formatting, correct grammar, clear sentence structure, and organized presentation of ideas.
- Students are responsible for carefully reviewing the syllabus to stay informed about assignment requirements and due dates. Please contact the instructor promptly if clarification is needed.

### Course Evaluation

#### Reaction Papers (100 Points Each)

You are required to submit a **Reaction Paper** each week based on the assigned readings.

Each paper should meet the following format requirements:

- **Length:** 1 full page
- **Spacing:** 1.5-spaced
- **Font:** 12-point Times New Roman

Each Reaction Paper should focus on the **assigned readings for the week**. If there is more than one assigned reading, you are expected to **read all required materials** but may choose **one reading** on which to base your paper for that week.

**Important:** A Reaction Paper is **not a summary** of the reading. Instead, it should reflect:

- Your **perspective**
- Your **analysis and critique** of the ideas presented
- Any **connections** you see to course themes or real-world applications

**Due Date:** Reaction Papers are due **every Sunday by 11:00 PM (CT)** unless otherwise noted.

#### Weekly Quizzes (100 Points Each)

You will complete a **weekly quiz** to assess your understanding of the week’s required readings.

#### Quiz Availability:

- Quizzes will be **posted every Friday at 1:00 PM (CT)** on Blackboard.

#### Due Date:

- Quizzes must be submitted by **Sunday at 11:00 PM (CT)** each week.

Each quiz is worth **10 points** and will cover key concepts and material from the assigned readings for that week.

## Midterm Exam (100 Points)

### Annotated Bibliography Assignment

For your **Midterm Exam**, you will prepare an **Annotated Bibliography** of **10–12 scholarly sources** that will serve as part of the literature foundation for your **Final Paper**.

You must use **scholarly, scientific, peer-reviewed journal articles**.

- **Government or expert reports** are the only exception to this requirement.
- **Web articles, popular magazines, and newspapers** (e.g., NYT, Time, Newsweek) will **not** receive credit unless the article is a **reprint from a peer-reviewed journal**.
- Your selected articles should reflect **scientific research** and the use of appropriate **research methods**.

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#### ✦ For Each Source, Your Annotation Should Address the Following:

1. **Author(s):** Who wrote the article?
2. **Purpose:** What was the author's purpose in writing this piece?
3. **Major Findings:** What are the key assertions or findings of the article?
4. **Evidence:** How does the author support these findings?
5. **Comparison:** How does this source compare or contrast with another source in your bibliography?
6. **Relevance:** How does this source contribute to your understanding of your chosen Final Paper topic?
7. **Research Methods:** What research methods were used in this study?

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#### ✦ Introductory Paragraph:

Before listing your annotations, include a brief **introductory paragraph** explaining:

- The topic you are researching
- Why you believe this topic is **important** or significant

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#### ✦ Formatting and Length Requirements:

- Use **APA citation format** for all entries.
  - For APA guidance, see:  
[APA Style Guide](#)  
Purdue OWL APA Guide
- Each annotation should be approximately **300–400 words per article** (excluding the citation line).

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#### Important Notes:

- This assignment will count as your **Midterm Exam grade (100 points)**.
- Selecting high-quality, relevant sources is critical for both this assignment and your success on the Final Paper.
- Be sure to plan ahead — preparing a strong annotated bibliography now will help streamline your Final Paper writing process.

## Final / Research Paper (150 Points)

Your **Final Paper** will focus on a topic related to **White-Collar Crime**, in keeping with the overall focus of this course. You may select any element of white-collar crime to explore in depth, including but not limited to:

- **Policy responses**
- **Causes and contributing factors**
- **Theoretical explanations**

- **Impacts and scope**
- **Types of white-collar crime**
- **Industries and areas affected**
- **Offender techniques**
- **Detection and investigation methods**
- **Sentencing practices**
- **Landmark cases**

A **sample paper** will be posted on **Blackboard** to provide guidance on proper formatting and structure. You will write a final paper on one of the transnational crimes covered in chapters 4-13. The paper should.

- be 10 to 15 pages (this is the body of your paper excluding everything else)
- include these parts: Title page (1 page), Table of Contents (1 page), Abstract (1 page), Body of the paper - one of the transnational crimes covered in chapters 4-13 (10+ pages), References (1 page), Appendices (if any) (see APA Manual for formatting guidelines),
- be typed, double-spaced, 1-inch margins, 12-point Calibri font,
- include at least five scholarly citations other than the ones we covered in the class (not website articles, Wikipedia, news agencies, magazines, etc.), and
- be written according to APA formatting and citation style. Save and attach your final paper using the following naming format exactly:

**Final Paper\_2025\_SUMM\_30282\_CJ\_5328\_FirstName\_LastName**

Please attach your Final Paper and send it to me using Blackboard Message, ensuring you put the same name of your Final Paper as explained above in the Subject line of your Blackboard Message.

#### Requirements:

- Your paper must include **at least 10 scholarly citations**.
  - **Websites, Wikipedia, news media, or popular magazines** (e.g., NYT, Newsweek) are **not acceptable sources**.
  - Use **peer-reviewed journal articles, books, or government/expert reports**.
- Length: **10 to 15 pages** (not including cover page or reference list)
- Format:
  - **Double-spaced**
  - **12-point Times New Roman font**
  - **APA style** for formatting and citations
    - [APA Style Guide](#)
    - [Purdue OWL APA Guide](#)

#### Submission Process – 3 Steps:

Your Final Paper will be submitted in the following **three stages** to guide your progress and ensure proper feedback:

- 1 Topic Proposal / Introduction of Topic**
- 2 Annotated Bibliography** (Midterm Exam Assignment)
- 3 Final Paper Submission**

**Important:** Refer to the **course calendar** and **academic calendar** posted on Blackboard for all important **due dates** and **submission deadlines**.

This **Final Paper** will be worth **200 points** — it is the largest single component of your course grade. Please begin planning and researching your topic early in the term.

## Grading

### Grading Components

| Assessment                            | Points |
|---------------------------------------|--------|
| Reaction Papers (5 x 20 points)       | 100    |
| Weekly Quizzes (15 x 10 points)       | 150    |
| Midterm Exam (Annotated Bibliography) | 100    |
| Final Paper                           | 150    |
| Total Possible Points                 | 500    |

### Course Grade Scale

| Letter Grade | Points Range |
|--------------|--------------|
| A            | 500 – 460    |
| B            | 459 – 420    |
| C            | 419 – 380    |
| D            | 379 – 340    |
| F            | 339 & below  |

## COURSE SCHEDULE

This course schedule is subject to change as needed to meet the needs of the course. Students will be notified of adjustments when they are made. Also, any additional reading materials, resources and other information will be posted on Blackboard. Students will be notified of how to access this information by the instructor. \*\*\*All times are in central time\*\*\*

|                                          | TOPICS                                                   | READINGS                           |
|------------------------------------------|----------------------------------------------------------|------------------------------------|
| Week 1<br>July 6 – July 12               | Introduction of Syllabus and course requirements         | Chapters 1-2-3<br>QUIZ-1-2-3       |
| Week 2<br>July 13 – 19                   | <b>INTRODUCTION RESEARCH PAPER TOPIC</b>                 | Chapters 4-5-6<br>QUIZ-24-5-6      |
| Week 3<br>July 20– 26                    |                                                          | Chapter 7-8-9<br>QUIZ-7-8-9        |
| Week 4<br>July 27 –Aug 2                 | <b>MIDTERM EXAM<br/>ANNOTATED BIBLIOGRAPHY</b>           | Chapters 10-11-12<br>QUIZ-10-11-12 |
| Week 5<br>Aug 3 – Aug 10                 |                                                          | Chapter13-14-15<br>QUIZ-13-14-15   |
| Aug 10<br><b>!!! END OF TERM<br/>!!!</b> | <b>FINAL PAPER SUBMISSION</b><br>(Due Date Aug 10, 2026) |                                    |

**END OF COURSE EVALUATIONS:** Student evaluations of faculty are administered online at the end of each term/session for all courses with five or more students. Students will receive an email containing a link to a survey for each course in which they are enrolled. All responses are anonymous.

*\*\*\*Syllabus is subject to updates and changes by announcement, always look to the course announcements and reminders for updates. The faculty member reserves the right to amend this syllabus as needed\*\*\**