

SOCIOLOGY 344

JUVENILE DELINQUENCY

SOCIOLOGY 344: JUVENILE DELINQUENCY



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I typically respond within 24 hours. Please note that if you contact me after 7pm, I will likely not see your message until the next morning.

COURSE DESCRIPTION

A study of social factors causing delinquency in youth; major theories, analysis of treatment and control.

TEXTBOOK

Siegel, L.J., Welsh, B.C. (2017). *Juvenile Delinquency: The Core*. (6th ed.). Cengage
ISBN: 9781305577411

ATTENDANCE POLICY

Class attendance and student interactions are important parts of the learning experience. It is expected that you “attend class” and participate. Try to check in to the course daily and make sure to read Announcements. It is imperative you engage weekly in the course and complete your assignments by the due dates.

CONTACT YOUR INSTRUCTOR

Message me through Canvas or email me jennifer.maclin@cwu.edu. You can expect a reply within 24 hours though I typically respond on the same day. Please do not wait until the last minute to ask for help on an assignment. If you message me late at night with an emergency I will likely not see it until the next day.

COURSE OUTLINE/SCHEDULE

Please make sure you pay attention to the course schedule and mark important dates. It is imperative that you keep up with the readings in your textbook. Online courses require more accountability from students so please mark important dates down and pay attention to each weekly module. Please do not rely on the Canvas “To-Do” calendar as it is not 100% reliable. Remember, your discussions are due the same days each week.

TABLE 1: COURSE SCHEDULE

Week/ Module	Chapters	Quiz	Assignments/Activities
1 3/26	1: Childhood and Delinquency 2: The Nature and Extent of Delinquency	Module 1	
2 4/2	3: Individual Views 5: Developmental Views	Module 2	
3 4/9	4: Sociological Views	Module 3	
4 4/16	6: Gender 7: Family and Delinquency	Module 4	
5 4/23	8: Peer and Delinquency 9: Schools and Delinquency	Module 5	
6 4/30	10: Drug Use and Delinquency		Service Learning Due
7 5/7	11: Delinquency Prevention and Juvenile Justice Today	Module 7	
8 5/14	12: Police Work		
9 5/21	13: Juvenile Court Process 14: Juvenile Corrections	Module 9	Research Paper Due
10 5/28	Wrapping up	Final Quiz (Ch. 1-14) June 5th	Final Peer Review Due

EXPLANATION OF COURSE WORK

In this course you will have many different assessments. Below, each assessment is explained:

DISCUSSIONS

The goal of discussions is interaction with one another. As your instructor, I will be engaged in the discussions, but the bulk of interaction will come from your interactions with your peers.

GROUP DISCUSSIONS

The goal of group discussions is to work more intimately with one another. All your group discussions will be with the same group members throughout the course, so you will gain comfort and familiarity with one another. This is important in an online course because we typically cannot interact as well as we would in a face to face classroom.

ACTIVITIES

There are 4 activities in this course that are not discussions or quizzes. These activities involve your personal experiences and responses and will therefore only be seen by me. These are helpful activities to help you assess your own bias and responses. These cannot be skipped and do not count toward the dropped discussions at the end of the quarter.

QUIZZES

Quizzes are embedded in each module and are to be completed at the end of each module. The goal and purpose of these quizzes is to assess how well you are retaining the material and to make sure you are staying engaged in the course.

RESEARCH PAPER

The purpose of your research paper is to gain familiarity with academic writing, peer review, and locating and assessing scholarly sources. You will be working with a partner throughout the quarter to write your paper. However, you will each submit very separate papers. Once your final paper is complete, you will submit a final peer review of one another's papers.

SERVICE LEARNING

The purpose of your service learning activity is to engage within your community. This is valuable learning and can be added to your resumes and applications. Each student is required to spend time in their community.

DISCUSSION EXPECTATIONS

Discussion Board (DB) posts are due by 11:59pm. If I ask you to cite within your post you must do so in order to receive credit. **I do not accept late DB posts.** Please do not try to grub for points and beg me to accept your posts. You know the due dates. Do not rely on the "to do" list in Canvas; stick to the syllabus/discussion dates.

DISCUSSION LENGTH/REQUIREMENTS

Please be sure you thoroughly address every aspect of the prompt. I request all your initial responses to be at least 250 words unless otherwise specified. Failure to address all questions and requirements will result in the loss of points. You must ALWAYS post your response to the prompt before anything else (that means you post your response and then you may reply to your classmates). You are expected to respond thoroughly and to show that you understand and can apply the material each week. You can view discussion rubrics by clicking on the three vertical dots to the top right of the discussion post. It is important that you reference your book in your responses and when you respond to a film, you reference the film. It must be clear to me that you have read the material and have watched the films.

DISCUSSION REPLIES

Please address your classmates by name when you respond to their posts. Your response to your classmates should pose a thoughtful question or comment. Some discussions will range from 1-2 responses to classmates; you will find they vary each week, but the prompt will always dictate how many classmates you should respond to. The takeaway here is that you are always required to respond to at least one classmate.

HOW I INTERACT IN DISCUSSION BOARDS

I will try to reply to each of you multiple times throughout the course. It is impossible for me to respond to each post individually each week. What you will notice is that I often respond to one classmate and address the class in these responses. My response is not meant solely for that student, but I may be responding to something that a specific student posted that is directed toward all of you. I will also post to the discussion ancillary information, current events, links to check out, etc. so that you are welcome to explore the topics further.

MISSED DISCUSSIONS

Each student will receive TWO (2) discussions for free. This means at the end of the quarter, I will excuse two discussions for each student. These can be discussions you forgot to complete, discussions you weren't comfortable completing, or discussions in which you scored lower. You do not need to let me know which discussions you would like excused, I will pick your two lowest scores. They will show as a zero (0) in the grade book until the end of the quarter so keep that in mind when you look at your grades.

GRADING POLICY

All grades for the course are based on point values; nothing is weighted. That means all points earned in the course are divided by the total points possible to determine your grade.

DISCUSSIONS

There are 10 discussions, and each is worth 10 points. You can miss two (2) discussions, no questions asked. These are excused at the end of the quarter. It usually takes me a week to grade your discussions. It may take longer when we have multiple discussions, but I'll make sure you're all aware if there is a delay.

RUBRICS

Each discussion and assignment have a rubric associated with it. Please check the rubric as you respond to be sure you are meeting all the criteria for full points. You can access the rubrics for discussions by clicking the three vertical dots on the right side of the discussion box. The rubrics for assignments are located within the assignment.

QUIZZES

There are 8 quizzes throughout the course and they are worth 50 points. You get two attempts at each quiz and your highest score is recorded. I drop your lowest quiz score at the end of the course.

RESEARCH PAPER

Your research paper is worth 100 pts. The peer work you do leading up to your paper is separate work.

SERVICE LEARNING

Your service learning activity is worth 50 pts.

ACTIVITIES

There are 4 activities. They are required. Each activity is personal and will revolve around personal opinions, responses, and reactions to prompts. Many of these involve research and locating local data.

LATE WORK

I do not accept late work at all. To accommodate any events that may come up I make allowances for you all to miss two discussion posts and I drop your lowest quiz score. Otherwise, I expect all your work to be in on time. All the dates are listed in the syllabus and the course so please keep those dates in mind.

TABLE 2: GRADE DISTRIBUTION

Assignments	Points	Total Points
Discussions (10/quarter)	10 points each	80 pts (2 dropped)
Group/Peer Discussions (4/quarter)	10 pts each	40 pts
Activities (4 each quarter)	20 points each	80 pts
Research Paper	100 points	100 pts
Service Learning	50 points	50pts
Quizzes (8/quarter)	400 points	350 pts (1 dropped)
*I may add or omit assignments throughout the quarter		*700 pts

TABLE 2: PERCENTAGES AND GRADES

A = 94-100%	A- = 90-93%
B+ = 88-89%	B = 84-87%

B- = 80-83%	C+ = 78-79%
C = 74-77%	C- = 70-73%
D = 60-69%	F = 59%

EQUITY AND DIVERSITY STATEMENT

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know!

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, you may contact our Diversity and Inclusivity Office at (509) 963-2127 or diversity@cwu.edu. As a participant in course discussions, you should also strive to honor the diversity of your classmates. Please contact me if you have any suggestions to improve the quality of the course materials.

DISABILITY ACCOMMODATIONS

Your experience in this class is important to me, and it is the policy and practice of Central Washington University to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Disability Services office to discuss and address them. If you have already established accommodations with the Disability Services office, please send your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with the instructor. Students with disabilities should contact Disability Services to discuss a range of options to removing barriers, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email: ds@cwu.edu for more information.

ACADEMIC AND PROFESSIONAL CONDUCT

If you are caught cheating or plagiarizing, you will fail the assignment.

- Students have a responsibility to maintain both the academic and professional integrity of the school and to meet the highest standards of academic and professional conduct.
- Students are expected to do their own work on examinations, class preparation and assignments and conduct themselves professionally when interacting with fellow students, faculty and staff. Failure to do so will report in a failing assignment grade and reporting to Student Affairs.
- Students must also make equitable contributions to both the quality and quantity of work performed on group projects.

- As college students, you should know how to cite sources when writing your papers. Please refer to the following link to make sure you know what plagiarism is and how to avoid it:
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

COURSE OUTCOMES

1. Identify the historical transformations of the juvenile justice system.
2. Discuss the merits and limitations of official statistics, self-report surveys, victimization surveys, and cohort studies.
3. Analyze theories of delinquency.
4. Identify social problems of the family, peer groups (especially juvenile gangs) and schools, relating these institutional and group problems to juvenile delinquency.
5. Analyze and discuss delinquency prevention programs.
6. Identify and discuss the qualities of successful juvenile correction programs.

ACCESSING CANVAS AND TECHNICAL SUPPORT

Below are instructions for accessing your Canvas course(s). It's a good idea for you to save this information in the event you cannot access the course.

1. Access your course by going to: <https://canvas.cwu.edu>
2. Your USER NAME and PASSWORDS are your CWU login.
 - For more information, please see the Canvas [Help and Support Page](#).
 - [Here are tips to locate "Help" in Canvas.](#)